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SUGGESTIONS
TO THE
MANAGERS OF
PUBLIC ELEMENTARY SCHOOLS.



SUGGESTIONS
TO THE
MANAGERS OF
PUBLIC ELEMENTARY
SCHOOLS.



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PREFACE.



THE suggestions of the Liverpool School Board to the managers of their schools are published with the consent of the Board in the hope that they may be useful to other school managers, for though they have special reference to the arrangements and rules of the Liverpool Board, the suggestions refer, with few exceptions, to principles applicable to all elementary schools.

13th January, 1879.

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SUGGESTIONS
BY THE
SCHOOL BOARD OF LIVERPOOL
TO THE
MANAGERS OF THEIR SCHOOLS.

INTRODUCTION.

THE members of the Board are frequently asked by school managers, who have been recently appointed, to explain the duties which they have been invited to undertake. The Board have therefore attempted in the following memorandum to furnish managers with a general definition of their duties, and with some suggestions as to the readiest ways of effectually performing them.

In order to aid managers in their work, the Board have annexed in an appendix to this memorandum the general rules which they have laid down for the government of their schools, and have included in the memorandum itself extracts from the Board's "Instructions to Class Teachers" as to methods of teaching. These rules and instructions will serve the purpose of bringing before managers the main points requiring their attention.

The ordinary duties of managers are as follows, General outline of managers' duties.
namely:—

1st. To take care that the fabric of the school is kept in good repair and order.

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2nd. To maintain the staff at a proper strength, and for this purpose to make the necessary appointments of teachers.

3rd. To take care that the rules applicable to the school are strictly observed, and that the discipline and instruction are good.

4th. To make the preparations necessary for the annual inspections by Her Majesty's inspectors.

The Board have classed the suggestions they have to offer in conformity with the above headings.

REPAIR AND ORDER OF THE SCHOOL FABRIC.

Repair of fabric.

The arrangements the Board have made to secure the repair and maintenance of the fabric are stated in Rules 14 and 15 (see page 51), and in Rules 40 to 45 (see page 63), and the Board trust that managers will bring all desired repairs or alterations before the Board's architect at the periodical times therein specified. The good order and cleanliness of the school are provided for by Rule 37 (see page 62). A thorough inspection of the premises should be made occasionally by one of the managers, to see that the head master exercises proper supervision over their condition; and the managers should also take steps to see that Rule 39, as to economy of gas and fuel, is attended to by the caretaker.

Order and cleanliness of the fabric.

Economy of gas and fuel.

STAFF: AND APPOINTMENTS OF TEACHERS.

Proper strength of teaching staff.

The contemplated strength of the teaching staff in the schools of the Liverpool Board is shown by Rule 21, and by the table therein referred to headed "Maximum Numerical Power of Staff"

STAFF : AND APPOINTMENTS OF TEACHERS. 3

(see page 54) ; and the salaries are settled in all cases by the scale of the Board (see Appendix B, page 95). Managers should review the condition of their staff, not only when vacancies occur in it, but always at the annual inspection by Her Majesty's inspector (see Rules 23 and 24, page 56).

Salaries of teachers.

Proper times for reviewing staff.

They should, in considering whether any changes are required, refer to the "Memorandum on the Desirable Arrangements of Teaching Staffs" appended to Rule 23 (see page 56), which treats of the proportion of adult teachers to pupil teachers, and of the transfer of pupil teachers at the close of the school year from one department to another.

Desirable arrangements of teaching staff.

When vacancies occur, the managers will save themselves much subsequent trouble and annoyance by exercising great care in the selection of the persons to fill them, and the Board must dwell therefore at some length on the nature of the inquiries which should precede an appointment. The information which it is desirable to obtain as to the antecedents of applicants for appointments may be classed under the following heads, namely :—

Information to be obtained before appointing teachers.

1. Early training.
2. Experience as head or assistant teachers.
3. Success as head or assistant teachers.

The most complete course of preparation for the office of an elementary school teacher is the following :—

As to teacher's early training.

- 1st. To serve as a pupil teacher.
- 2nd. To pass, at the end of the service as a pupil teacher, the examination called the "Scholarship Examination."

(This examination is held by a government inspector, and the passing of it is an indispensable condition of admission into a training college.)

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3rd. To enter a training college and remain for the full two years' course, passing at the end of each of these years the examination held by the government inspector, and termed the "Certificate Examination."

How teachers may become recognised as assistants.

As head teachers.

These who have been pupil teachers and students in colleges are the best teachers.

As to the nature and results of the examinations teachers have passed through.

It is not, however, required as an indispensable condition for being recognised by the Education Department as assistant or head teachers, that persons should either have been pupil teachers or have been trained at a training college. Persons who have not had either of these kinds of preparation, if of suitable age, are allowed to qualify themselves for acting as recognised assistant teachers by passing the "scholarship examination;" or if they have served for six months as assistant teachers in schools under government inspection, to qualify themselves for acting as recognised head teachers or assistants by creditably passing the "certificate examination."

Although the Department do not insist on experience as a pupil teacher or on training in a college as conditions of recognition, managers will generally find that the applicants for appointments who have passed these stages of preparation are far better teachers than others who have not done so. If applicants have neither been pupil teachers nor students in a training college, managers should look for very complete and trustworthy evidence of their success as assistant or head teachers before appointing them head teachers in their schools.

The Board have so far referred only to the various opportunities of early training which teachers may have enjoyed, but a dependent and equally important point to consider is what use teachers have made of their opportunities. For this purpose it is necessary that managers should

look into the results of the examinations which the applicants have passed, and consider what presumptive evidence these afford of natural ability and industry. The following information relating to these examinations may assist managers in this matter:—

In the first place, pupil teachers may, at the end of their service, obtain from the Education Department an acknowledgment that they have “satisfactorily completed their apprenticeship.” If specially recommended by the inspector on the ground of their practical skill as teachers, they may also obtain a “provisional certificate,” the latter being by far the higher recognition. If they are only classed as having satisfactorily completed their apprenticeship, they are called “ex-pupil teachers,” and may act as assistant teachers, but cannot, in the absence of any other recognition by the Department, take charge of a school. If they receive a “provisional certificate,” they can, up to the age of twenty-five years, take charge of a school with an average attendance of not more than sixty scholars; after twenty-five years of age their “provisional certificate” lapses, and they cease to be recognised by the Department as qualified to take charge of a school unless they pass the certificate examination, which will be referred to hereafter, on the results of which their future standing with the Department depends.

The “scholarship examinations” offer, as already explained, the means by which persons may qualify themselves to enter training colleges, or to act as recognised assistant teachers without either serving as pupil teachers or passing the certificate examination. The persons who pass the “scholarship examination” are placed either in the first, second, or third class of “Queen’s

Recognitions granted by the Education Department for service as pupil teacher.

Ex-pupil teachers.

Provisional certificates.

Scholarship examinations.

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Scholars," the lower number describing the higher class. The third class does not qualify for admission to training colleges.

Certificate
examina-
tions.

The "certificate examinations," already referred to, are held at the several training colleges for the benefit of the resident students; but other persons over twenty-one years of age, who have had six months' experience of teaching in an elementary school under government inspection, may, if they obtain the sanction of the Education Department, present themselves at these examinations. Persons who pass the first of these examinations are placed in one or other of four divisions, and those who pass the second in one or other of three divisions. These divisions are distinguished by numbers (1st, 2nd, 3rd, 4th), the lower number describing the higher division. Persons other than students of training colleges may take the examination-papers of either the first or second year, at their option, at the certificate examinations, but they may not present themselves a second time for examination unless they were placed in the fourth division—a place so low that the Department gives them an opportunity of raising by re-examination their recognised standing. In estimating the results of these examinations, it must be borne in mind that the second examination is of course very much more difficult than the first; it is therefore very creditable to a person to be placed in the first division of the second year, and commendable to be placed even in the second division. Persons, especially those who have been students in training colleges, who have not been placed higher than the third division of either year, are, as a general rule—subject, of course, to some exceptions—either wanting in general application or in natural ability, and seldom become first-rate teachers.

STAFF : AND APPOINTMENTS OF TEACHERS. 7

The government grant certificates of the second class to candidates who are placed in the first, second, or third division of either the first or second year; and certificates of the third class to candidates placed in the fourth division of the first year. Persons who have taken third-class certificates cannot have charge of pupil teachers until they raise their certificates by re-examination. The certificate of the second class is the highest which a teacher can obtain by examination, and it can only be converted into a first-class certificate by ten years' satisfactory service as a teacher in public elementary schools.

Government certificate based on "certificate examination" and experience.

In considering the question of early training, inquiry should also be made as to what certificates teachers hold in music, drawing, and science; such certificates are not only evidences that the teachers who hold them possess additional resources for illustrating their general teaching, but also that they are accustomed to accuracy of observation and correctness of statement. In schools where drawing is taught, it is generally necessary that the head teacher, or an assistant teacher, should hold a drawing certificate for each branch of the subject taught, as no grants are made by the Science and Art Department on account of any drawing class unless its teacher holds such a certificate. A drawing certificate of the first or second class is granted by the Science and Art Department in each of the following subjects, viz.:—freehand, geometry, perspective, model drawing, and drawing from memory; and a "Full D" drawing certificate is granted to a person who has passed in all the five subjects. Science certificates of the first or second class are granted for passing the examinations in the elementary stage, or in the advanced stage of each subject, except mathematics, in which there

Extra certificates.

Music.

Drawing.

"Full D."

Science.

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Advanced stage.

are several stages. No head or assistant teacher should be considered to have earned an additional qualification on account of science who has not passed in the advanced stage of any subject except mathematics, or in, at least, the second stage in mathematics, unless the teacher holds a "training college" science certificate, which is of equal merit.

Amount of experience desirable in head teachers.

After ascertaining the nature and results of the early training of applicants, the next point to be inquired into is, what experience they have had as head or assistant teachers. It is desirable that applicants for posts as head teachers should have had at least one year's experience as assistant teachers; it is, however, so often impossible to find persons combining all the antecedents which are desirable that the practical question before managers generally is, what are the most important qualifications to be looked for?

Evidence of ability preferable to length of experience.

In considering this question it should be remembered that energetic teachers of good natural capacity gain experience very rapidly under the influence of actual responsibility, whereas no length of experience will make a person of poor ability into a first-rate teacher. When, therefore, the choice is between an applicant with rather short experience as a head or assistant teacher, but whose college career and whose short subsequent school career have been highly creditable, and an applicant of more experience, whose college career has not been equally satisfactory, and whose subsequent school career does not give clear indication of capacity, it is generally wise to give the preference to the applicant answering to the first of these descriptions.

Inquiries as to the success of an applicant's previous labours.

Lastly, if an applicant has been a head or assistant teacher in the same school long enough to be judged by results, there comes the question, what amount of success has attended his or her

labours? This question would, on the principle that "a tree is known by its fruit," be the first and most important one of all, if it were not so difficult, in many cases, to get trustworthy information in regard to it. The answers to a number of direct and searching questions, such as are indicated in the footnote "(†)" to Rule 20, addressed confidentially to the chairman or secretary of the managers of the school in which an applicant for appointment has served, or, better still, a personal interview with one of those gentlemen, will afford far more trustworthy information than is likely to be given in the general testimonials handed in by the applicant. It must, however, be remembered that the testimony of managers, however honest in intention, is valuable only in proportion to their competency to form a just estimate of a teacher's merits; and as managers frequently know little of any school but their own, their judgments in this matter are sometimes wide of the mark. The report of the government inspector of a district, as to the capacity of a teacher who has served in it, is generally a trustworthy source of information, and before appointing head teachers the opinion of the government inspector should, if possible, be obtained; and in all cases applicants who have on their parchments any endorsements by H.M. inspectors should be required to give them *verbatim*.

To sum up briefly, it may be said that evidence of successful results is the most satisfactory proof of fitness for a post, if the evidence be only complete, given by competent judges, and thoroughly trustworthy. The best obtainable information on this point should always be sought for and carefully weighed; but as it is frequently misleading, managers should take the nature of the early training and the results of the "scholarship"

Summary as
to appli-
cant's quali-
fications.

10 STAFF: AND APPOINTMENTS OF TEACHERS.

and "certificate" examinations also into consideration before coming to the final decision.

High qualifications required in infants' mistresses.

There is another point which the Board desire to impress on managers, namely, the importance of taking as much care to select for the instruction of infants, as for that of older children, teachers of *intellectual* capacity. It has been too common in this country to assume that a kindly, motherly disposition is the only qualification to look for in teachers of infants' schools, whereas, in addition to these essential characteristics, considerable ability is necessary in any person who is to do justice to the teaching of the very young.

Form of application and form on which to address queries to managers.

The Board's form to be filled up by applicants, as given in Appendix C (see page 98), and the list of questions to be addressed to managers, as given in footnote "(†)" to Rule 20 (see page 53), have been specially designed to procure the information required in reference to applicants for appointments.

Sundry rules to be observed when appointing teachers. Advertisement.

When inquiring for or appointing head or assistant teachers managers are further requested to refer to the following rules:—

Appointments only to be made at Finance meetings. Married women. Taking teachers from other schools.

Notification of teachers' appointments, &c., to be made to Education Department and to Board.

No. 26. As to advertisements for teachers (see page 59).

No. 10. As to appointments being made only at Finance meetings (see page 50).

No. 28. As to married women (see page 59).

No. 30. As to conditions to be observed when taking teachers from other of the Board's schools (see page 59).

No. 32. As to notification to the Education Department of the dates at which teachers enter upon or relinquish their duties. If these notifications to the Department are neglected the default may be visited by a reduction in the grants (see page 59).

RULES, DISCIPLINE, AND INSTRUCTION. 11

The Board request managers to inform teachers that the notice required to terminate an engagement is as follows:—

Length of notices required to terminate engagements.

Head teachers, three months; assistant teachers, one month. In either case the notice to expire on the last day of some calendar month.

Managers are also requested, before appointing head teachers, to read to them the remarks (see page 57) as to "interchange of pupil teachers between the various departments," so that such an interchange may not afterwards be regarded as a grievance.

Information to be given to head teachers on their appointments.

When making appointments of pupil teachers or monitors, managers are requested to consult Rule 111, as to the necessity of applicants having entrance certificates; and also Rule 32, as to notifications of appointments to the Department and to the Board.

Rules to be observed on the appointment of pupil teachers or monitors.

It is also most important that pupil teachers and monitors, before appointment, be made fully aware of the classes they will have to attend out of school hours in furtherance of their own education (see Rule 122), so that they may have no excuse for considering attendance at these classes a grievance. Stipendiary monitors should also be informed of the requirements of Rule 113 as to the examinations they will be required to pass at the close of their engagements.

Pupil teachers on engagement to be informed that they must attend college classes.

RULES, DISCIPLINE, AND INSTRUCTION.

There is a great diversity of opinion as to the duties of managers under this head. Some managers consider that their responsibilities in relation to the discipline and instruction of a school cease when they have taken care that the

Responsibilities of managers in regard to discipline and instruction.

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ordinary rules applicable to these matters are observed. They lean to this opinion partly because they are aware that the teachers know more than they do as to the conduct of a school, and partly because they believe that the reports of Her Majesty's inspectors furnish the information needed by managers for the government of the teaching staff. This restricted estimate of their duties is appropriate to the majority of managers. The persons who make the best chairmen, secretaries, and general managers of schools, by reason of their business habits, knowledge, and tact, are often too much occupied by their other work to acquaint themselves by personal observation with the condition of a school; and furthermore, were many managers frequently to visit a school, it might disturb the course of the work. Experience, however, shows that it is desirable that one or two of the members of each body of managers who have the necessary leisure should take some personal and direct cognisance of the discipline and instruction of a school. The Board therefore suggest that any managers who wish to qualify themselves for so doing should make a few of the principles set forth in the annexed rules, and in the "Instructions to Class Teachers," the subject of their exclusive and concentrated attention during a whole visit, selecting others for their next visit, and so on until they have been through all in succession. They should in this methodical manner compare the extent to which these principles are applied in one class or department with their application in another, and when they have thus mastered the condition of the various parts of their own school, they may learn a great deal by visiting some other school of known excellence.

Best method of becoming qualified to estimate the condition of a school.

The following are suggestions as to the most convenient times for observing, and the most

convenient ways of regulating, the condition of a school :—

What to observe on Entering a Schoolroom.

The first point to notice on entering a room is the condition of the atmosphere. This is a most important matter, and directly affects the health of both teachers and scholars. The great thing is to admit air in sufficient amount from the time at which a school first assembles ; and if the room be large, the air should be admitted through many windows, slightly opened, rather than through a single window wide open. If the outer air be thus admitted through many apertures, and in small quantities through each, it will be brought nearly up to the temperature of the inner air before it reaches the lungs of the occupants. On the other hand, if admitted through one large aperture, the mass of it is too great to be tempered by the warm inner air, and is too little diffused to purify the atmosphere. Too often exactly the opposite method to the one recommended is followed ; little or no fresh air is admitted until the temperature has become much too high, and then a single window in a large room is thrown wide open, when of course a draught is created, dangerous just in proportion to the difference between the internal and external temperature, or between the cold air and the overheated condition of the scholars. When managers, on entering a room, find it either too hot or too cold, they should see whether the thermometer shows a temperature, as nearly as attainable, in conformity with Rule 126 (see page 88).*

Condition of atmosphere and ventilation.

Another point to notice is whether the lights

Management of lights.

* It is also very important that schoolrooms should be thoroughly ventilated between morning and afternoon school.

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are intelligently managed. Too often a class is inconvenienced because a teacher has neglected to let down or draw up the blind at the proper time. It is very common, for instance, to find that blinds which had been let down to exclude the direct rays of the afternoon sun are left down through the following morning, thus needlessly making the schoolroom dark and gloomy.

What to notice on the Opening of a School.

Managers should occasionally be present before the school opens.

It is very desirable that managers should occasionally make an effort to be present a quarter of an hour before the school opens in the morning. The opening of the school tests most completely its order and discipline; and if each manager will make even a very few early visits in the course of the year, the effect of them will be invaluable.

Untidy children sent to lavatory.

Managers may now notice whether untidy children are sent to the lavatory, and also whether all caps and cloaks are carefully deposited in the cloak-room, and whether their own special rules as to opening and superintending the playground are duly observed.

At this time may also be noticed how far the following rules and "instructions to class teachers" are observed:—

Punctuality of teachers.

Rule 80 (see page 74). As to teachers being present a quarter of an hour before the school is opened.

Religious observances.

Rules 87 to 89 (see page 76). As to religious instruction and observances.

Closing doors.

Rule 67 (see page 70). As to the times for finally closing the doors, and the treatment of late comers.

Absentees.

Rule 68 (see page 70). As to replies to inquiries about absentees.

Preparation before school begins.

Instructions to class teachers:—

"Prepare yourself sufficiently beforehand, so as

to be able to give all lessons, except reading lessons, without reference to the books used. *Before the commencement of school work get ready, as far as possible, the books and apparatus necessary for your class.*"

"Set an example of neatness in your own dress and person, *and insist on the children having clean hands and faces.* The cleanliness of the children, in some of the schools in the roughest neighbourhoods shows how much may be accomplished in this matter by care on the teacher's part." Personal appearance of teachers.

The preceding points are probably more than can be easily observed in one visit; but if a school be found satisfactory in all of them, an early morning visit is a favourable time for observing the points included under the next heading, although they may be noticed equally well at other times.

What to notice when Scholars are being arranged in Classes, or when Lessons are being Changed.

This is the best time for observing the general manner in which the discipline of a class is maintained. On this point Mr. Fearon, formerly one of Her Majesty's inspectors, in his admirable book, "Inspection of Schools," makes the following remarks:—"There is no such tell-tale of the discipline, order, tone, and common sense of a school, as the change from one lesson to another. Is it made quickly and quietly? Does every one seem to know his business, and do it in a simple but self-reliant manner? Are books and slates distributed or collected and put away without noise and confusion? And through it all does the principal teacher keep her place and control the school by a look, a gesture, or a quiet word? If so, there cannot be much amiss with the order of that school." It is the time, too, for observing how far Order with which classes are changed.

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the following "instructions to class teachers" are attended to:—

General manner and voice of teachers.

"Be kind and sympathetic with the children in word and manner; and especially so with the children who are slow, nervous, or new to school life. Remember that the rougher the children are, the more likely are they to be impressed by a gentle but decided manner, because they are generally unaccustomed to it. Habitual politeness on the part of a teacher is a silent and most effectual lesson in manners to the children. *Carefully modulate your voice, and speak to children in a clear, distinct manner, avoiding harshness of tone and shouting.* The proper management of the voice is of the greatest importance in maintaining order. *Economise your words when addressing any except very young children; and never speak, if you can convey your meaning as well by a sign.*"

Punishments and unmeaning threats.

"Do not resort to scolding or punishments until persuasion and remonstrance have failed; and never threaten or speak of punishment until the time has come when it is necessary at once to resort to it. Frequent threats are fatal to discipline and good order."

Corporal punishment.

"Only the head teachers are allowed to inflict corporal punishment, so that if a subordinate teacher thinks a case deserving of such punishment, it must be referred to the head teacher of the Department." (See also Rule 83, page 75.)

Placing of children in a class.

"Distribute children in a class at equal distances from one another, and separate troublesome children. In classes of infants—on galleries, or for needlework, or kindergarten instruction—take care to arrange the most backward and helpless children near yourself. In doing this you should, as far as possible, indicate the places you wish the children to take by a sign, or, at most, by a few words, and never by pushing or pulling them into the places."

If managers should notice any tendency to roughness or ill-temper on the part of pupil teachers while the scholars are being arranged, they should at once draw the attention of the head teachers to it.

Manner of pupil teachers when arranging scholars.

This is also a time to notice whether the following instructions to class teachers are observed, namely:—

“Place the black board, map, or other object necessary for the lesson, in such a position, and so high, that the whole class can see it. Also place it, if possible, so that the light may fall on it, and not so that its face may be in the shadow.”

Position of apparatus.

“Place yourself in the position before your class from which you can best see and command every part of it; and never leave your position unless it be necessary to do so, as, for instance, to examine the children’s slates or books. Fidgeting from one end of a class to another when teaching is fatal to general attention. If only a portion of the class feel that the teacher is addressing them at a particular moment, and the others feel that they are not being attended to, the attention of the latter will not be kept up. One great object of every teacher should be to make every pupil feel that he or she is addressed, and is under the teacher’s eye and notice unceasingly.”

Position of teacher.

What to notice when Classes are at Work.

This is a time at which the time-table of a school should occasionally be examined, to ascertain whether the work is in harmony with it (see Rules 85 and 86, page 75).

Time-table and work to be compared.

This is also the time to observe whether class teachers catechise the scholars intelligently and sufficiently. The catechising of scholars should not be limited to periods of formal examination,

Teaching and catechising.

but should in most subjects form a part of the ordinary daily instruction; it then awakens the intelligence of the scholars, enables a teacher to see whether what has been said is understood by them, and has a wonderful effect in impressing knowledge on their memories. Scripture, geography, history, grammar, arithmetic, reading, and science lessons all afford teachers opportunities for beneficially leading scholars on, by means of questions, to draw their own deductions from what they have already learned, and to apply the rules they have been taught. In fact, intelligent catechising is the life and soul of all first-rate teaching.

Managers should observe how far the following "instructions to class teachers" bearing on this subject are complied with:—

Teacher's explanations and scholars' answers should be heard by the whole class.

"*When teaching a class (1) give all explanations and corrections of answers in a clear and distinct voice, addressing the whole class, and not merely the individual child. You should be heard by all, and secure general attention. (2) On the other hand, take care that the children answer in such a voice as to be heard by the whole class. [The answers of a child, with the teacher's remarks on them, are an essential part of the instruction of the rest of the class, and both should therefore be audible.]*

Catechise cheerfully.

(3) Always catechise in a lively, cheerful manner, so as to prevent the children's attention from slackening. (4) Check simultaneous answers from several children at once. (5) Never allow a few quick clever children to answer more than their share of the questions, but take care that every child's mind is exercised. (6) When a child is evidently not listening to the lesson, or his attention is diverted for the moment, a question as to what you have just been saying recalls him; and it is often the best rebuke."

Require every child to attend.

RULES, DISCIPLINE, AND INSTRUCTION. 19

“In general, avoid questions to which ‘yes’ or ‘no’ would be a sufficient answer, because a mere guess is as likely to be correct as not.” Questions to avoid.

“(1) *Do not be too quick in assisting scholars to answer questions, for by so doing you will often prevent them from thinking for themselves.* (2) And Assisting children too readily to answer.

when it is necessary, do so, if possible, by repeating the substance of the question in another form. (3) Avoid “leading questions,” such as suggest a “Leading questions.”

part of the answer, until other questions have failed. An answer which a child has arrived at after a few moments’ thought is valuable as the result of his own judgment, and dwells in the memory. It also calls out the intelligence far more than an answer supplied by the teacher.

(4) *It is very desirable to encourage children to answer questions in their own words, not necessarily in the words of the book, as the answer then shows whether they have understood the matter of the lesson, and trains them to facility of expression.* (5) Also, where question and answer are printed together, the teacher should ask the question in his own words, not in those of the book. [The exact extent to which it is desirable to help children to answer can only be learnt by experience and observation; and it is therefore most important that pupil teachers should observe carefully how the head teachers examine.]”

“It is often wise to correct the errors of an individual by a general explanation addressed to the whole class, because these errors, though committed by one, may be common to all.” Correcting errors.

“*Never neglect or be impatient with slow scholars.* Slow scholars. You must not expect all children to learn or to understand what is taught them without much repetition on your part, nor must you be disheartened or despair of success when you find that you have failed in your efforts to make in-

telligible to certain children that which appears to yourself to be very simple and clear. Bear in mind that the merit of a teacher is always to be measured by the *general condition* of his class, and not by the state of the *few exceptionally clever scholars.*"

Simple
language.

The last point leads to the suggestion that managers should also observe whether the words used by the teacher are intelligible. On this subject Mr. Fearon, in the book already quoted, says, "I have seen a gallery lesson given in an infant school, in a great town, by a teacher newly come from a training college, to a class of twenty or thirty children, averaging from five to seven years, with one or two lady managers sitting by in smiling satisfaction, which was perfectly useless as a means of education. The children did not understand half the words that were used; and though they preserved a grave and apparently attentive demeanour, they were unable within two minutes of the end of the lesson to answer the most rudimentary questions on the lesson; or, in fact, to tell one word of what the teacher had been talking to them about."

Use of
teaching-
chairs.

This is a proper time to notice how far the high teaching-chairs supplied by the Board are used by the teachers, and especially by the female pupil teachers. The lessons at which these chairs may be used with advantage are reading, dictation, and recitation. The strain on the strength of pupil teachers who are attending properly to their duties as teachers, and also to their own studies, is considerable; and it is most important not to add to it unnecessarily by making them stand an unreasonable time. The practice of occasionally teaching from a chair has this further advantage, that it accustoms a young teacher to remain stationary in a

position from which the whole class can be commanded at once, instead of roaming about in front of it, as most young teachers are too apt to do.

What specially to observe in a Writing Lesson.

This is a lesson in which a great deal of improvement may be effected by the attention of the managers. The faults into which children most readily fall are easily perceived, but unless attention is promptly paid to them, they are with great difficulty corrected, because they consist of a multiplicity of awkward ways, many of which, from original neglect, acquire the force of habit. The following are the "instructions to class teachers" to which the managers should direct their attention:—

"*Before your class begins a writing exercise you should require every pen or pencil to be held up, in order to make sure that no child has one too short to be held properly.*" This caution applies especially to pencils." It is a matter of great importance, as children cannot write properly with mere stumps, a fact often overlooked by young teachers.

"When writing an example on the black board, to be copied by the children, you should require every one to observe carefully how you form each separate portion of any particular letter, and how you connect one letter with another. You should also impress upon them the necessity of attending to the *relative proportions* of the letters, as well as to exact forms."

"You should see that the children in your class assume an easy upright posture, with the left side turned only a little towards the desk. The left arm should be placed near, and parallel to, the edge of the desk, with the left hand lying open upon the book or slate to keep it steady. The

General remarks on writing lessons.

Length of pens and pencils.

"Setting copies."

Posture.

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right hand should be placed so far upon the desk as to be supported by the wrist and the third and fourth fingers, which should be bent inwards."

Position of
the pen.

"The pen should be held loosely but steadily between the tips of the first and second fingers and of the thumb, the two fingers being very nearly straight. The handle of the pen should point towards the right shoulder, and the points of the pen should press equally upon the paper."

Representa-
tion showing
how to hold
a pen.

"Every schoolroom should be supplied with a large illustration, on a card, of a hand holding a pen in the proper position for writing,* and the teachers should hang this before their writing classes; and by occasional lessons on it, and by repeated reference to it, train their scholars from the beginning to hold their pencils or pens in a similar manner."

Position of
the book or
slate.

"The book or slate should be placed a little towards the right hand, and *should always be parallel to the edge of the desk. On no account should the child be allowed to raise the slate from the desk and rest it upon his arm.*"

Correcting
errors
during the
lesson.

"Another point to be observed is whether a teacher watches the progress of the work and corrects errors during the lesson, instead of merely examining and criticising the work when the lesson is over. This is a measure of the teacher's industry or laziness, and should be most carefully observed." On this point Mr. Fearon says, "A good systematic way of correcting the books of a class is to have a rule that no boy may write more than a certain number of lines without standing up and turning round his copy-book so as to show it for correction."

Miscel-
laneous.

"Require all letters to be—(1) exact in form; (2) correct in proportion; (3) regular in slope; and

* Every department of the Board's Schools has been supplied with such an illustration.

(4) carefully joined to each other ; and, above all, *insist on perfect cleanliness.*"

Some "large-hand" writing should be practised to the end of each child's course of instruction. On this point also Mr. Fearon makes a very practical observation. He says, "A most important matter to note is whether all the copy-books in the school contain copies in large as well as in small-hand ; there are some schools in which the older boys write nothing in their copy-books but small-hand. This is a great mistake. So long as it is useful for a boy to write in a copy-book at all, it is important that he should write large as well as small hand. It is the large-hand that gives the real grasp of the pen, makes the wrist and fingers supple, and enables the hand to follow with power and freedom the dictates of the brain and eye."

Some large-hand writing should be continued to the end of the course.

What specially to notice in a Reading Lesson.

The following are the "instructions to class teachers" which most call for a manager's attention in relation to this subject :—

"In connection with the teaching of reading, always bear in mind that most children are unconscious mimics, and that they will without effort reproduce almost exactly the tone, accent, and pronunciation of their teacher. You should endeavour to set them a good example in all particulars."

General.

"Prepare every reading lesson beforehand, and impress on your memory the main points on which you intend to dwell. For example, the subject treated of, the explanation of difficult words, the introduction of brackets or other peculiar marks, the nature of quotation marks, reading spoken passages dramatically, &c."

Preparation of lesson.

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Position of reading book.

“Every child should be furnished with a reading book. When the class is seated at the desks each book should rest upon the desk; but when any child stands to read, the book should be held at such a height as to suit his sight and play of voice, *and yet leave the face visible to the teacher.*”

The class is the unit.

“Whatever work is done in a reading lesson, as in most other lessons, should be done by the class *as a whole*. You should require, therefore, that every one who speaks or reads shall do it so clearly and distinctly as to be heard by the whole class, and that the whole class shall listen and attend to every one who reads or speaks.”

Correction of blunders.

“If a reader blunders or is unable to proceed, you should allow those who can correct the error or solve the difficulty to do so. It is well they should indicate their ability by some gesture, and that you should usually select one of them to do what may be required. Occasionally you should call upon some backward or inattentive child to make the attempt. *You should refrain from giving help yourself too readily.* Never tell a pupil when he is able to discover for himself. Require every one who has blundered to read the passage over again accurately.”

Explanation of words.

“When a child reads inaccurately from not being acquainted with either the appearance or meaning of a word, you should carefully explain and illustrate the meaning to the whole class, and let them spell the word once or twice over; *but be very careful to avoid all useless spelling of words in a lesson.* They are there to read; it is assumed that only rare and difficult words will require to be spelt.”

What specially to notice in an Arithmetic Lesson.

General appearance of the class.

The arithmetic lesson is one of the very best tests of a teacher's power of discipline and skill as

an instructor. If all the scholars apply themselves closely and readily to work, as if unconscious of having any neighbours, the teacher may be safely commended; but should they be observed looking furtively towards other children, it is a bad sign.

The following are the "instructions to class teachers" relating to it:—

"In teaching this subject it is very necessary that the scholars should be made to understand, as clearly as possible, the REASONS *for every operation*. Young teachers, therefore, must not only thoroughly understand every arithmetical operation themselves, but must try to discover the simplest and clearest methods of *explaining them* to their scholars. *Special importance should be given to the explanation and practice of the four simple rules of arithmetic, for unless children are thoroughly efficient in these they cannot possibly make satisfactory progress in the advanced rules*, while with a thorough knowledge of these, no other rule can present much difficulty."

General remarks on arithmetic lessons.

"In every arithmetic lesson you should take care to have a black board at hand, and when any error is made, or any point misunderstood, explain the error, and have the matter set right before the whole class."

Use of the black board.

"It is a common mistake of young teachers to set long examples to their classes. You should avoid this, especially in class-work, because it may induce your scholars to become lazy and sluggish, and it will certainly lead to a great waste of your own time in waiting for the result. The arithmetic lesson should be especially brisk and lively."

Short exercises.

"As long as you find it necessary to give explanations to your class on the working of a rule, it would be well to make two divisions—namely, of

Introductory exercises.

backward and of more advanced children—and to give them explanations alternately. By this means you may utilise the whole of your own time. As soon as the quicker ones show by their answers and by their exercises that they fully understand the matter, you may give them examples to work, and then devote your attention largely to the backward ones.”

Proving results.

“You should teach your class some simple means of checking or of proving the accuracy of the results which they may have obtained. This will enable them to work with greater intelligence and with more interest, and to show the results with more confidence. But it is neither necessary nor desirable for them to show you the proofs, as unscrupulous children sometimes make fictitious proofs in order to deceive their teachers.”

What specially to notice in a Dictation Lesson.

The following are the “instructions to class teachers” as to this lesson :—

General cautions.

“It should always be borne in mind that (as is commonly understood) this is a test lesson (1) of ability to *write quickly*, yet with neatness and regularity; and (2) to *spell readily* with accuracy. You should take great care, therefore, that no child copies from a neighbour; and you should let it be understood that any alteration, unless the word is crossed out and then corrected in the space immediately following, will be reckoned as a mistake.”

Passage not to be too long.

“Let the passage to be dictated be only of such a length as will leave sufficient time, before the close of the lesson, for you to examine *every exercise* and to have *every error* carefully corrected. It is clear that if there be not time to make the corrections, the value of the exercise will have been lost. (*This direction is of vital importance.*)”

“When your class are ready to begin writing, you should require them to listen attentively while you read over to them the selected passage slowly and clearly.” Necessity of attention.

“You should keep a quick eye on the movements of each scholar, in order to regulate the speed at which you dictate, so that you are never too far in advance of the slow writers.” Proper speed of dictation.

“A good plan of encouraging more careful spelling is to select one or two of the most advanced pupils to look over and mark the exercises for you. You yourself will thus gain time; but you should always go over each exercise again, to see that these pupils have neither made a mistake themselves nor allowed one to pass.” Advanced pupils to assist in correcting exercises.

Managers should observe whether the teachers dictate in an easy and natural manner, or whether they use a strained and pointed pronunciation in order to aid the scholars in spelling the words; they should discourage the latter method whenever they notice it, not only because it prevents the exercise from being a real test of the proficiency of a class, but also because it trains the children to depend on the hints thus conveyed, and when Her Majesty’s inspector comes and dictates naturally, the scholars find themselves unequal to the test. Manner of dictation.

In some schools an excellent practice prevails of one of the managers or some other person occasionally reading the dictation instead of the teacher, so as to accustom the scholars to a stranger’s manner, and thus to prepare them for the inspector’s reading. This precaution often adds to the number of passes. Advantage of getting a stranger occasionally to read the dictation.

What specially to notice in a Needlework Lesson.

The general rules as to needlework are Nos. 91 to 93 (see page 78). Board’s general rules as to needlework.

The "instructions to class teachers" referring to this lesson are:—

Needlework to be kept clean and in order.

"Begin every needlework lesson with special inspection of the children's hands. Do not allow the length of the needlefuls of cotton to exceed, as a rule, half a yard—say about the length from front to back of your school-desk—because the cotton or thread gets soiled in passing too much through the fingers. Be most particular that the work is neatly folded in every lap-bag, or laid away in every box or basket devoted to it; and take care that your own special charge of cottons, tapes, buttons, &c., is always to be found in order in the right place."

Time not to be wasted.

"*Economise every minute, so as to secure the largest amount of practice possible to every set of fingers in the class.* You can never make hands skilful without giving them abundant exercise, and the longest space of time that can be fairly devoted in school hours to needlework is but short for the practice required. Ensure, therefore, *before the school attendance in which the lesson occurs*, that there is work for every child to go on with directly she receives it. All the class should be *at work* in five minutes from the time of beginning to give out the work. If the children have their own special pieces of work, it is not desirable to give out needles at the beginning and to collect them at the end of every sewing lesson."

Bad work to be corrected quickly.

"Before beginning the lesson, place the most backward children where they will come most immediately and constantly under your eye; and make the whole round of the class for supervision *as often as you can* in each lesson. *Never stop with a child merely to do her work for her* (a common fault with bad teachers). When, through your inactivity, a long piece of bad work has been

done without remark, you ought, in mere justice, to help to take it out in your own time."

"Bring all your good sense and training as a teacher to bear upon this branch of instruction as much as upon any other branch. Keep up the discipline during the hours for sewing. Do not allow any talking. When your instructions apply to the whole class, stop their work, and exact their whole attention to your remarks. Do not regard your pupils during these hours as so many machines to be set going, but, from the very beginning, in the infant school, give them short definite rules for their work, and as they go on from standard to standard, accustom them, as early as possible, to fix their own work, and help them to account for the choice of their working material, the quantity used, the method of cutting out and fixing it, and the use of the different stitches employed."

Attention to discipline and order.

What specially to notice in the Science Lessons.

The science teaching in the Board's schools consists of lessons (accompanied by suitable experiments) given by the Board's special science teacher, and of recapitulatory lessons given by the ordinary teachers of the schools, who repeat and enforce the main points of the original lessons.

Nature of the teaching.

Recapitulation of the lessons.

The teachers should, in the recapitulatory lessons, not only enforce the substance of the original lessons, but should also teach the scholars the spelling, and occasionally the derivation, of the scientific terms which may have been used. A knowledge of the spelling of these terms is essential to enable a scholar to pass creditably a written examination, while a knowledge of the derivation often helps to impress alike their spelling and meaning on the memory.

Spelling of technical words.

Notes to be taken of original lessons.

It will greatly facilitate the lively and accurate reproduction of the original lesson given by the Board's special science teacher, if the school teacher who hears and has to recapitulate it takes notes; and it is very important that the same school teacher should take the recapitulation of the whole course. It will no doubt encourage those engaged in this important department of instruction if the managers will occasionally attend both the original lesson and its recapitulation.

Home lessons.

What to notice with regard to Home Lessons.

The "instructions to class teachers" as to home lessons are as follows:—

"Be most particular in examining and correcting home lessons, and encourage their production in every way. They interest the parents in the child's progress, and are not only of immediate use, but foster habits of private study, which are invaluable in after life."

Managers should occasionally inquire into the arrangements made for giving home lessons, and ascertain what amount of success is met with. The managers might also occasionally look over the home exercises of a class, and commend any that are well done.

Mr. Fearon may be quoted on this subject also. He says, "Except the youngest children, who cannot be trusted with books out of school, or who cannot read easily enough to study such books, every child should have a little rudimentary book of geography with coloured maps, a little rudimentary book of history with dates, and a little rudimentary book of English grammar with analysis of sentences, from which it should be expected to prepare its home lessons; and those very young or very neglected and ignorant

children, to whom it would be useless to assign home lessons, should have less time allotted to them in school for direct instruction, and should be gradually trained to give such spare part of the school time to preparation."

Playground.

The following is an extract from the "instructions to class teachers" on this subject:—

"Take an interest in the children's play, and try to teach them interesting games, so that they may not mope about the playground, or indulge in romping injurious to property or to each other. Your influence will thus be increased, as you will be regarded as a friend and sympathiser; and you can at play do them much good by setting them an example of good-temper and self-denial. *Never allude in the playground to what has passed in school, nor in school to what has passed in the playground.* It is well that work and relaxation should be regarded as quite separate, though both necessary."

The managers will doubtless have "special rules," that provide for the children being under supervision when in the playground. One of the most convenient arrangements for the supervision of a playground is to have a rota of teachers, who shall take this duty in turn. The head teacher also should occasionally be present, for the purpose of observing the general conduct of the children when relieved from the restraints of the school-room. By watching the children at play the managers may, from the behaviour of the scholars, form some idea of the moral tone of the school.

The following are some of the points to be observed in the playground:—Whether the children are respectful to the teachers, and glad to have them joining in their games; whether any

Games.

Arrangement for supervision.

Head teacher to be present occasionally.

Behaviour of children to teachers.

rough game, played by a few children only, is allowed to monopolise the whole playground; and whether the young, the weak, and the shy children are cared for and encouraged in play.

Unfair monopoly of playground.

Drill.

Value of school drill.

School drill is an important feature in school work, because it is capable of very considerably improving the general discipline. If the drill be suitable and well taught, the children will pass in and out of the desks smartly, and without pushing each other; on the stairs and in doorways they will instinctively take the right-hand side; their obedience will be ready and complete, and all their movements will be quick, but easy and quiet. In cases where there is an instructor in military drill and extension motions, the managers should be furnished with a list of the divisions of the school that are drilled by him, and the times of drill, together with a draft of the scheme that he purposes to follow. The head master should take general supervision of the drilling of the boys, and be occasionally present to note their progress. When there is no instructor in military drill, the teachers should themselves regularly conduct the extension exercises, which are so important as a means of opening the chests and improving the health and carriage of the scholars. These extension exercises are very useful to pupil teachers as well as scholars, as a means of maintaining their health.

Military drill instructors to furnish managers with scheme and list of divisions.

Importance of extension exercises.

Books to be laid before Meetings of Managers.

Books to be laid before managers' meetings.

There are certain books which managers should inspect at each of their regular meetings. These books are specified in Rule 11 (page 51).

When to attend to Sundry Matters.

There are several matters requiring the attention of managers which are liable to be overlooked altogether, because they do not specially require attention at any particular time. Managers should therefore settle, by their rules, on definite periods for attending to them. Under this head the Board desire to remind managers of the following rules not previously referred to, the observance of which should form the subject of occasional inquiry:—

- | | |
|---|--|
| Rules as to fees, 52 to 56 (page 65). | Children's fees. |
| Rules as to admission of children, 57 to 61, and 63 and 64 (page 66). | Admission of children. |
| Rules as to attendance of children, 65 to 69 (page 70). | Attendance of children. |
| Rules 71 to 73 (page 71), relating to leave of absence of children, and on what grounds absence is to be enforced. | Leave of absence. |
| Rules 75 to 79 (page 73), as to school notices, records, and returns. | School records, notices, and returns. |
| Rule 94, relating to the books which may be used (see page 79). | Authorised books. |
| Rule 100, as to visits to schools by managers, members of the Board, and others (see page 80). | Visits by managers and members of Board. |
| Rule 102, as to visits of parents and other persons during school hours (see page 81). | Visits by other persons. |
| Rules 104 to 110, as to rewards and prizes (see page 83). | Rewards and prizes. |
| Rules 114 and 118, as to the occupation of first-year pupil teachers (new arrangement), candidates, stipendiary monitors, and candidate monitors (see page 85). | Time-table showing occupation of candidates. |
| Rule 128, as to the condition on which placards and notices may be placed on school buildings (see page 89). | Placards, &c., on school buildings. |
| Rule 129, as to bathing (see page 89). | Bathing. |

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Lending-libraries.

Rule 130, as to lending-libraries in connection with schools (see page 89).

Penny banks.

Rule 131, as to penny banks and the cultivation of thrift (see page 90). Considering the importance of training children to habits of thrift, the Board hope that managers will, *wherever possible*, introduce such banks into their schools.

Occasional entertainments.

Rule 132, as to occasional entertainments (see page 90).

Letting schools.

Rule 133, as to letting school buildings for hire (see page 91).

Book-keeping to be delegated, when possible, to subordinate teachers.

In regard to Rules 75 and 76 (page 73), managers should ascertain whether all the book-keeping which a head teacher can safely delegate to pupil teachers is handed over to them, so as to leave the head teacher's time at liberty for his other duties. This book-keeping is useful to pupil teachers as part of their education, and this is a sufficient reason, wholly apart from the saving of the head teacher's time, why it should be largely discharged by them.

School Registration.

Importance of the registers being accurately kept.

Managers should give especial attention to the following books referred to in Rule 75, and see that they are regularly and accurately kept, viz. :—admission and withdrawal register, attendance registers, department summaries, and head master's summary. The admission registers, the attendance registers, and the department summaries are prescribed by the Education Department; and, as a large proportion of the annual grant to a school is made on the attendances recorded in these registers, it is essential that they should be kept with scrupulous accuracy.

The duty of managers in reference to these registers is clearly indicated in the following

observations of the Education Department on the general subject of school registration :—

“We desire to call attention to the following extract from a circular on registers, which is communicated to all schools receiving grants :—

“These registers should be checked at uncertain intervals, and at least once in every quarter, by the managers, and at the time of checking them an entry should be made in the log-book.”

Registers to be checked by managers and entry made in log-book.

“School managers should bear in mind that unless they exercise a constant and systematic supervision over the work of the school, for which they are responsible, they will not merely imperil the amount of the grant which may be due to them after the inspector’s visit, but will encourage the teachers to neglect their duties, both to the scholars and to the governing body of the school.”

The Board give this extract because they consider it well that managers should draw the teachers’ attention to it, and explain to them that the checking of registers does not imply want of confidence in their integrity, but is a necessary compliance with the peremptory instructions of the Education Department.

Managers will not find it a very difficult matter to check these registers ; a short examination of them will make their object plain, and the following explanation will indicate a few simple checks that may readily be applied :—

When a new scholar is received into a school, his name, together with various particulars concerning him, is to be at once entered in the admission register, in which the names are numbered consecutively. When a scholar “leaves” the school his name is in like manner to be entered into the withdrawal register, in which also the names are numbered consecutively ; so that, if these registers are kept posted up as required, the

Admission and withdrawal registers.

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difference between the respective numbers of the last entries in these two books should at all times give the total number of scholars on the rolls of the school, and therefore should be the same as the number arrived at independently by adding the total number of names remaining on the several class registers.

The Board would suggest that managers should apply this check at about the middle of each quarter of a school year.

Class registers.

If managers examine the attendance registers, and read the explanation given on the first pages of those issued by the Board, they will have no difficulty in readily checking the entries. Every half-day on which a school meets these registers are to be "marked" and "closed" at the exact time appointed on the school time-table. "Closing the registers" consists in entering in ink, at the foot of the column headed with the day's date, the sum of the children in attendance in the class and marked present.

No erasures are allowed.

Entries may be cancelled.

No erasures are allowed by the Education Department. If a child withdraws from school before two hours' secular instruction has been given, the mark of presence already recorded must be cancelled by an entry at the foot of the register, where also any other corrections may be made by a note. The two important points to be checked are that the registers are closed at the proper time, and that no scholar is marked present who is absent, and *vice versa*. Managers should occasionally check the former of these points by being present at the school at the time for closing the registers, to see whether it is punctually done. To check the latter point, they should occasionally take one or more class registers after they are marked, and by calling the names of those marked present see whether they are really in

RULES, DISCIPLINE, AND INSTRUCTION. 37

attendance. Or they may take the total of the numbers marked present in the various class registers, and see whether it agrees with the number of scholars they can actually count. At the end of each week the total attendances made by each scholar during that week are entered in a column provided for the purpose. The entries in this column are then added up, and the result, which is entered at the foot of the register, gives the total attendances made by the class for the week. This total must, of course, agree with the sum of the several half-days' attendances, and thus a check is provided.

Weekly attendances.

At the end of each quarter the total number of attendances of each scholar during that quarter is carried out into a column at the right-hand of the page. The sum of the entries in this column should agree with the sum of the several weeks' attendances, and thus a further check is provided. If, in addition to the occasional application of the preceding tests, the managers apply this check at the end of each quarter, they will, when called upon at the end of the year to certify the examination schedules, feel perfect confidence in the accuracy of the entries.

Quarterly attendances.

Into the department summary are transferred, at the end of each week, the total attendances recorded for that week in the several class registers. The sum of these entries gives the week's totals for the whole department. At the end of each quarter the several weeks' totals are summed up. The grand total should agree with the sum of the totals for the quarter of the several class registers, and these results, being independent, check each other.

Department summary.

Method of checking it.

Managers will thus see that with ordinary care and due attention to the several checks, a teacher can secure perfect accuracy in the registration,

Perfect accuracy secured.

Entry of
checking
to be made
in the log-
book.

and that, too, without necessarily performing any large portion of it himself. Whenever managers apply any of these checks they should record the fact in the log-book of the particular department of the school.

Relations of Managers to Teachers.

The Board have in the preceding remarks endeavoured to assist managers in ascertaining the general condition of their schools, but they are very anxious that what has been said shall not lead to any misapprehension as to the extent to which they recommend managers to interfere with the daily work. The Board, therefore, desire to submit for consideration the principles which in their opinion should govern the control which managers exercise over the conduct of a school, and the limitations within which such control should be restricted.

Manner of
treating the
violation of
definite
rules.

1st. When managers notice any violation of a definite rule by the head teacher of a department, or by any of the subordinate staff, they should at once draw the attention of the head teacher to it, but not in the presence, or at all events the hearing, of the scholars; and if the violation be an important one, they should bring the subject before the next meeting of their body, in order that further measures may, if necessary, be taken to guard against a repetition of the abuse.

Manner of
correcting
weakness
and of
encouraging
excellence
in the in-
struction
given and
discipline
enforced by
assistant
and pupil
teachers.

2nd. When managers notice any weakness in the methods of instruction or discipline followed by any of the assistant or pupil teachers, they should draw the attention of the head teacher to the defect after the school closes, or at some other convenient time. On the other hand, if managers notice any marked excellence or decided improvement on the part of a subordinate teacher, it is

well that they should congratulate the head teacher upon it. This kind of co-operation by managers is most useful, as the amount of observation which a head teacher can directly exercise over the various classes of a school is often limited; and even if a head teacher has already noticed a defect or an excellence in the teaching of a subordinate, to which a manager subsequently draws attention, the fact that it has struck the manager and the head teacher in the same light gives great additional force to the comments which the latter may make upon it to the staff. In many other obvious ways the occasional visits of a manager who is known to be qualified to appreciate the general condition of a school have a most encouraging and enlivening influence over its whole work. It is, however, seldom, if ever, wise for managers to communicate their criticisms directly to the subordinates of a staff, as the passing of such criticisms through the medium of the head teachers is a desirable recognition of their authority, and enables them to qualify the comments, and to communicate them to their assistants in the form which will be most useful.

3rd. It is very rarely right for managers to criticise the methods of discipline and instruction followed by *head* teachers. Their reputation, and to a great extent their livelihood, depend upon the results of their work; as they have so large a personal stake in the work, they should be allowed great latitude as to the means by which they carry it on. If any criticism of the head teachers' methods of instruction is offered at all, it should only be by managers of great experience, and should take the form of suggestions; and it should not be pressed to a point which can in any way impair the sense of undivided re-

Caution
needed in
managers'
criticism of
head
teachers.

40 PREPARATION FOR EXAMINATION.

sponsibility which it is desirable head teachers should feel as to the instruction given in their schools.

PREPARATION FOR EXAMINATION BY HER MAJESTY'S INSPECTORS.

Advantages
of managers
attending
the exami-
nations by
H.M. in-
spectors.

Conference
with the in-
spector as to
condition of
school and
arrange-
ment of
staff.

Forms to be
observed by
the chair-
man and
secretary of
managers.

If managers desire to acquaint themselves thoroughly with the condition of their school, they should make a point of being present as much as possible during the official inspection of the school by H.M. inspector, especially at the earlier and later parts of it, when much may be learnt; and it is very desirable that they should attend the conference with him, referred to in Rules 16 (see page 52) and 24 (see page 58). This conference is of much importance, as it is useful that the inspector should be informed of any special difficulties with which the teachers have had to contend, and that the managers should hear the inspector's impressions on many points which are not touched upon in the official reports.

There are several duties to be performed by the chairman and secretary to the managers in connection with the government inspection, but it has been thought more convenient to treat of them in the special statement of the duties of these officers.

SPECIAL DUTIES OF THE CHAIRMAN.

The chairman should, in conjunction with the secretary, take a special part in preparing the

SPECIAL DUTIES OF THE CHAIRMAN. 41

official papers for the annual inspection of the school. These are the "Examination Schedules" and "Form IX." With regard to the former, it will be necessary to test the accuracy of a fair proportion of the entries of attendances stated therein to have been made by the several scholars named as qualified for examination. This can be done by taking at random several of the sums given, and seeing whether they are the correct amounts of all the year's attendances, as recorded in the class registers, of the respective scholars named. All entries so checked should be initialed, and the schedules signed as required.

Examina-
tion sche-
dules.

The chairman should then compare these with the "Duplicate Schedules," and if the latter are correct, he should sign them on behalf of the managers.

On "Form IX." the chairman (and secretary) should make the entries required to be inserted by the managers. These may readily be distinguished on carefully looking over the form. After satisfying himself that the entries made by the head teacher are correct, the chairman should sign the form as required.

Form IX.

If there be any omission the Education Department will return the form to have the items supplied, and there will in consequence be a delay in the Department forwarding the inspector's report.

Entries
omitted will
delay H.M.
inspector's
report.

SPECIAL DUTIES OF THE SECRETARY.

The secretary to a body of school managers has numerous important duties to perform, some of which are so essential that their neglect would not only entail considerable inconvenience, but

might also jeopardise the whole, or some portion, of the annual government grant. For these reasons the Board consider it very desirable to state fully what the main duties of a secretary are. There are, of course—

General duties.

I. General duties, such as pertain to the nature of the office; as, for instance, to summon the meetings of managers; to prepare the agenda; to keep the minutes of the business of each meeting (Rule 9); and to conduct all the general correspondence of the managers. Besides these there are many—

Special duties.

II. Special duties, viz. :—

Connected with Education Department.
Act as correspondent.

1. Duties connected with the Education Department :—

To keep portfolio.

(a) To notify his appointment as “Correspondent” to, and to conduct the correspondence with, the Education Department (Rule 18).

(a) New school.

(b) To keep a portfolio, distinct from that used for general correspondence, for the correspondence from the Education Department (Rule 17).

(b) New department.

(c) In the case of a new school to notify the Education Department of the date at which the school is opened. To notify also the opening of a new department of a school, or the amalgamation of two departments.

(a) Appointments.

(d) To notify the Education Department of all appointments of head, assistant, or pupil teachers to the school, and also of the date at which any such teachers leave the school. This duty should not be delayed.

(b) Resignations.

Education schedules and Form IX.

(e) To check and sign the official papers previous to the government inspection of the school (for particulars of these

SPECIAL DUTIES OF THE SECRETARY. 43

see the special duties of chairman)
(page 40).

- (f) On receiving the government report of the annual inspection, to enter and sign in the log-book of each of the departments of the school a copy of the portion of the report which relates to that department. Enter H.M. inspector's reports in log-book.

2. Duties relating to the School Board:—

These are to notify to the clerk of the Board— Duties to the School Board. Notifications to the Board.

- (g) The appointment of the chairman and secretary of the managers (Rule 3).
(h) Each meeting of the managers (Rule 5).
(i) Date of opening school (if a new one) (Rule 13).
(k) Appointments (on forms supplied for the purpose), and dates of leaving of head, assistant, or pupil teachers (Rule 32).
(l) The alteration of any special rule (Rule 36).
(m) The letting of any rooms in the school (Rule 133).
(n) The date of the proposed annual visit of H.M. inspector (Rule 95).
(o) The scale of fees recommended to be adopted in the school (if a new one) (Rules 12 and 52).
(p) The probable staff required for the school (if a new one) (Rule 22).
(q) The entries made by H.M. inspector on the parchments of the several teachers after each annual inspection (Rule 33).

3. Miscellaneous duties:—

- (r) To keep a portfolio for general correspondence and correspondence from the Board (Rule 17). Miscellaneous duties.

CONCLUSION.

- (s) To sign certificates of attendance (Rule 70).
- (t) To require that the books mentioned in Rule 11, and any other matters that the managers or the Board may so direct, be laid before the managers at each meeting (Rule 11).
- (u) To summon when necessary, and notify the clerk to the Board and the Board's inspector of, a Finance meeting (Rule 10).

Corre-
spondence
with School
Board.

The secretary should note that all communications on matters to be dealt with in any given week should reach the Board's office not later than the previous Saturday morning (Rule 19).

 CONCLUSION.

In conclusion, the Board desire to state, for the encouragement of managers, that if they have once acquired readiness in observing all those matters which they have to supervise, a little time goes a great way, and the discharge of the duties, even when performed in the most complete manner, becomes comparatively easy. The effort required for a short time, on the part of the managers, to master their duties thoroughly, will be abundantly rewarded by their subsequent satisfaction as the importance of their work becomes fully appreciated. They will then perceive how lasting are the consequences for good or evil which follow the impressions made on children who pass through an elementary school. Nor are these consequences limited to

the scholars themselves. The impression made on their characters materially affects the characters and happiness of their descendants, and thus the influences produced by a school extend with time in ever-widening circles far into the distant future.

SCHOOL BOARD OFFICES, LIVERPOOL,
13th January, 1879.



APPENDIX A.

GENERAL RULES FOR THE GOVERNMENT OF BOARD SCHOOLS.

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LIVERPOOL SCHOOL BOARD.

APPENDIX A.

GENERAL RULES FOR THE GOVERNMENT OF BOARD SCHOOLS.

I.—MANAGERS FOR BOARD SCHOOLS.

1. Every Board School shall, unless otherwise specially provided, be placed under the management of a body of managers, appointed by the Board under the powers of sec. 15 of the Elementary Education Act, 1870, and consisting in each case of not more than six gentlemen and three ladies in addition to the chairman of the School Management Committee and the chairman and vice-chairman of the Board *ex officio*. The managers shall, subject to the rules hereinafter set forth—which shall be called the “General Rules,”—and to the statutory regulations applicable to Board Schools, have the control of the respective schools, and shall maintain such a direct supervision over the instruction as shall ensure to the scholars a thorough education in harmony with the Elementary Education Act.

Number of managers for each school.

Their general powers and duties.

2. At the close of each year, such of the managers (not being members of the Board) as have not during the year attended at least one-third of the meetings of the committees to which they respectively belong, shall be considered to have vacated their seats, but shall be eligible for re-appointment.

Vacation of seats.

II.—PROCEDURE OF MANAGERS.

I. Conduct of Business.

Appointment of chairman and secretary.

3. The managers shall, at their first meeting, which shall be summoned by the clerk to the Board—and thereafter at their first meeting in each year—appoint one of their number to act as chairman, and another as secretary and correspondent with the Education Department. These appointments shall as soon as possible be notified to the Board.*

Treasurer.

4. The clerk to the Board shall act as treasurer to all the bodies of managers.

Meetings of managers.

5. The managers shall meet for the despatch of business on such days and at such hours as may be convenient to them, but so that at least one meeting shall be held in the course of each month. Notice of each meeting shall be sent to the clerk to the Board.

Chairman *pro tem.* (in the absence of chairman).

6. If at the time appointed for holding any meeting the chairman is absent, the members present shall choose one of their number to be chairman of such meeting.

Quorum.

7. A quorum shall consist of three members, unless the Board, when appointing the managers, shall otherwise direct.

Voting.

8. Every question shall be determined by a majority of votes of the members present and voting on that question, and in case of an equal division of votes, the chairman of the meeting shall have a second or casting vote.

Minutes.

9. The managers shall keep a minute book, in which their proceedings shall be recorded.

Finance meetings.

10. The managers shall, from time to time, as occasion may require, arrange with the clerk to

* The appointment of correspondent requires to be also notified to the Education Department.

the Board the date on which they will hold meetings to be termed "Finance Meetings," at which the Board's inspector of schools shall attend. No business involving the appointment, promotion, increase of salary, or dismissal of a teacher—other than a pupil teacher—shall be transacted except at such Finance meetings. If the Board's inspector be unable from illness or other cause to attend a Finance meeting, the clerk to the Board may appoint some other officer, or arrange with some member of the Board to attend in his place.

11. The teachers shall submit the following books to the managers at each meeting, viz. :—
 Head master's summary, teachers' time books, petty cash book, log-books, and official visitors' book. The managers are requested to examine *and initial* the first four of these books on each occasion.

Books to be examined by managers.

12. Before opening a new or transferred school the managers shall—

Arrangements preliminary to opening of new or transferred school.

- (a) Select and recommend teachers for appointment.
- (b) Select and recommend a caretaker or cleaner for appointment.
- (c) Draw up "special rules" for the government of the school. (In reference to which see Rule 36.)
- (d) Consider and report to the Board as to the scale of fees to be charged in the school.

13. The managers shall notify to the Education Department and to the clerk to the Board the date at which the school—whether new or transferred—will be opened as a Board School.

Opening of new or transferred schools.

14. On receiving from the Board's architect notice of his approaching half-yearly visit to the school (see Rules 42 and 43), the managers shall—if they consider any alteration, addition, or other improvement to the buildings or fittings necessary or desirable—arrange with the clerk to

Alterations or additions, &c., to buildings or fittings.

the Board to hold a "Special Finance Meeting," for the purpose of considering what suggestions on the subject shall be conveyed to the Board's architect.

Repairs. 15. In the event of any unforeseen necessity for repairs arising in the interval between the periodical inspections of the school premises the managers (or, in urgent cases, the head teacher) shall notify the same to the architect, who shall proceed as provided in Rule 41.

Conference with H. M. inspector. 16. The managers shall arrange that one or more of their number shall meet H.M. inspector on the occasion of his annual visit to the school, and confer with him as to any matters which he may think it desirable to bring under the notice of the managers (see Rule 24).

II. Correspondence.

Portfolios for correspondence. 17. The Education Department require that two portfolios shall be kept, one for the correspondence with the Department, the other for the correspondence with the Board, and general correspondence. The Board will in future take care to send either the original letters which they receive from the Education Department, or copies thereof. These must be placed in the former portfolio, and invariably produced at the annual inspection.

Correspondence with Education Department. 18. The correspondent shall be the medium of communication between the managers on the one hand, and the Education Department, the Board, and the teachers, on the other. In all correspondence with the Education Department, it should, in order to avoid trouble and delay, be distinctly stated that the school is a Board School.

Correspondence with School Board. 19. Correspondence with the Board to be dealt with in any given week, must—unless it arises

out of emergencies which could not have been foreseen—be received at the Board's office not later than the previous *Saturday morning*.*

III.—APPOINTMENT, &c., OF TEACHERS, CARETAKERS; AND PREPARATION OF SPECIAL RULES.

I. Appointment of Teachers, Power of Staff, &c.

20. The managers shall, from time to time, as necessity arises, recommend the appointment † or

Managers recommend teachers for appointment.

(* In forwarding returns or other formal documents to the office, managers and teachers are requested to mark the envelope "Weekly Return," or as the case may be.

(† In considering the various applications, managers should insist on a reference to the present, or, if the applicant is not engaged, to the last employers, and should distinctly ask the referees the following questions, viz. :—

Questions to be asked of referees.

- (a) Do you know his moral character to be good ?
 - (b) What is his capacity for managing a large establishment ?
 - (c) Has he discharged his duties with energy, system, punctuality, and good faith ?
 - (d) Has he maintained good discipline without undue severity ?
 - (e) Has he exercised a healthy influence over the children and their parents ?
 - (f) Was he courteous in his manner ?
- And, if the applicant has been the head of a department,
- (g) What was the average attendance of the department under his charge in the year preceding his appointment, and at the time of his leaving, or of his making application ?

(Care must be taken not to found conclusions on the difference between the attendance on the day when a teacher takes charge of a department, if it be the opening day, and the average attendance at the date of his leaving or of his application, as there are numerous reasons why

dismissal of head and assistant teachers* (see Rules 10 and 27-30), and appoint or dismiss pupil teachers. In the case of pupil teachers the reasons for the appointment or dismissal must be at once notified to the Board.

Maximum power of teaching staff.

21. The maximum teaching power of the paid staff to be employed under ordinary circumstances in Board Schools of the various classes shall be regulated by the scale headed "Maximum Numerical Power of Staff," appended to this rule, and if, by reason of,

(a) The advance of pupil teachers from one year to another;

Excess of teaching power to be reduced.

(b) A falling off in the number of scholars, or other cause, the teaching power of a school shall at any time prove to be in excess of the amount permitted by the said scale, the staff shall be reduced to its proper dimensions as soon as it conveniently can be—at latest in senior boys' schools within two years, and in all other schools within twelve months from that time; always provided that if in any case H.M. inspector and the managers agree that owing to the exceptional circumstances of the school it is desirable that its teaching power should be increased or maintained beyond the limits hereby laid down, such teaching power may, with the consent of the Board, exceed those limits by an amount not greater than 25 per cent. of the whole teaching power of the school.

the former should be much lower than the ordinary attendance later in the same term.)

(A) What was the grant per head on the annual average attendance at the last Government inspection?

(If the grant has been low, or has suffered reduction, the managers are recommended to communicate (personally if possible) with H.M.'s inspector for the district, as to the cause.)

Notice required to terminate engagement.

* The notice required to terminate an engagement is as follows: head teachers, 3 months; assistant teachers, 1 month: in either case the notice to expire on the last day of some calendar month.

MAXIMUM NUMERICAL POWER OF STAFF

Allowed in addition to the Head Teacher for Schools of the under-mentioned classes and sizes.

[A certificated assistant teacher being estimated for this purpose]	at the figure 4
An uncertificated assistant teacher or a fourth year pupil teacher	" 3
A second or third year pupil teacher	" 2
A first year pupil teacher, a paid monitor preparing to take pupil teachers' (not candidates') papers at the next inspection, or two stipendiary monitors	" 1]:—

Average Attendance.(+)	No. on Rolls.	CLASS I.	CLASS II.	CLASS III.	CLASS IV.	CLASS V.	CLASS VI.
		Infants' Schools.	Schools containing Boys and Infants, or Girls and Infants, or Children of all three classes.	Schools without Infants and in which only one Standard is taught.	Schools in which no Infants and only two Standards are taught.	Schools in which no Infants and only three Standards are taught.	Schools in which four or more Standards are taught
60	90	3 } *	5	1	2	3	5
80	120	5 } *	6	2	3	4	6
100	150	7 } *	7	4 } *	5 } *	5	7
120	180	8	8	6 } *	6	6	8
140	210	9	9	7	7	7	9
160	240	10	10	8	8	8	10
180	270	11	11	9	9	9	11
200	300	12	12	10	10	10	12
220	330	13	13	11	11	11	13
240	360	14	14	12	12	12	14
260	390	15 } *	15 } *	13	13	13	15 } *
280	420	17 } *	17 } *	14	14	14	17 } *
300	450	18	18	15	15	15	18
320	480	19 } *	19 } *	16	16	16	19 } *
340	510	21 } *	21 } *	17	17	17	21 } *
360	540	22 } *	22 } *	18	18	18	22 } *
380	570	24 } *	24 } *	19	19	19	24 } *
400	600	25	25	20	20	20	25

N.B.—The occasional inequalities in the rate of progressive increase of teaching power, as compared to numbers, in the above scale are to compensate for the fact of the Head Teacher being in no case included in it, so that without these compensations the staffs for very small schools would be disproportionately large, and for large schools disproportionately small.

(+) When the average attendance or the number on the rolls falls between any two of the numbers here given, it shall, if it exceeds half the difference, be considered as equal to the higher number, and if it does not exceed half the difference, to the lower, except in the following cases of intermediate numbers, marked in the table with an asterisk (*), in which the teaching power shall be respectively as under-mentioned, viz.—

With an average attendance of 61-70 children in Schools of Class I., the maximum teaching power should be 4; with an average attendance of 91-99 children the maximum teaching power should be in Schools of Class I., 6; of Class III., 3; of Class IV., 4; with an average attendance of 111-119 children in Schools of Class III., the maximum teaching power should be 5; and in Schools of Classes I., II., and VI., with an average attendance of 271-275 children, the maximum teaching power should be 16; with an average attendance of 326-330, 20; with an average attendance of 371-375, 23.

Report as to
staff re-
quired.

22. The managers shall report to the Board, in the case of new schools, as to the probable staff required for the school—or in the case of schools transferred to the Board, as to the sufficiency and suitability of the existing teachers—having regard to the preceding rule.

Annual
revision of
staff.

23. The managers shall, so far as practicable, settle at the time of the annual inspection, and submit to the Board, the teaching staff for the coming year, on the basis of the average attendance for the preceding school year, or of the number on the rolls at the close thereof. It may be reconsidered once or oftener in the course of the year, should special circumstances require this to be done.

MEMORANDUM ON THE DESIRABLE ARRANGEMENTS OF TEACHING STAFFS.

The Board consider that in order to make the teaching power of a school thoroughly effective in the instruction of the scholars, and to do justice to the pupil teachers, the following principles should, so far as possible, be observed in its arrangement:—

1. *Proportion of Pupil Teachers to be employed.*

It is desirable that the number of pupil teachers shall not be too great in proportion to the adult staff in the school. This proportion must depend, from time to time, not only on the wants and requirements of the school, but partly also upon the general supply of teachers in the country, and upon the quality of the candidates offering themselves for the different classes of appointments. The Board, however, consider that in no case should the total number of pupil teachers and

paid monitors together exceed in large schools two-thirds, in smaller schools three-fourths of the entire staff, or the number of pupil teachers in their first and second years and paid monitors together exceed one-half of the entire staff provided for by the scale.

2. Interchange of Pupil Teachers between the various Departments.

The Board consider that in schools divided into senior boys', senior girls', mixed juniors' and infants' departments, the pupil teachers should not remain all their time in one department. It is evident that few pupil teachers in their first, or even second year, can be of much use in the seniors' departments; and it is equally clear that it would be disadvantageous to the pupil teachers for them to remain all their time in a juniors' department, where only the lower standards are taught. In several well-managed voluntary schools the principle of the interchange of pupil teachers between the various departments has been carried out with great success and advantage, both to the pupil teachers and scholars. The Board are fully alive to the objection which many head teachers entertain to the interchange of pupil teachers between the various departments, and they feel that it is natural that a head teacher should like to have the same pupil teacher continuously under his or her charge during the whole time of apprenticeship; but the disadvantages arising from the continuance of pupil teachers in the same departments for their whole terms are so weighty that the Board feel sure that when they are represented to the head teachers, they will waive their objections in consideration for the general interests of the school.

The transfer of a pupil teacher from one department to another should be made only at the time of the annual inspection; never, except under very special circumstances, in the course of a school year.

3. *First year Pupil Teachers to have time for Private Study.*

The Board have considered it essential to the satisfactory progress of the pupil teachers in their first year (new arrangement, New Code, 1878) that they should have some time given them during school hours to prepare their own lessons. With the staffs permitted under the accompanying memorandum, this can be accomplished by a careful arrangement of the timetable and of the distribution of teachers among the various classes.

The Board are aware of the difficulty—owing to the casual vacancies constantly occurring and the impossibility of finding suitable teachers exactly in the stage of experience wanted to fill them—of arranging staffs in strict harmony with the general principles here laid down; but the Board believe that, if these general principles are kept steadily in view by managers, they can largely be conformed to after a school is fairly established, and that the general prosperity of the school will be greatly promoted by their observance.

Conference with H.M. inspector as to strength and character of staff.

24. For the purpose of arranging the staff for the ensuing year under the provisions of the foregoing rule, the managers shall appoint a special meeting—or shall depute one or more of their members—to confer with H.M. inspector at the time of his annual visit to the school, and shall request the Board's inspector to be present on the occasion.

25. The managers shall, as soon as possible, after the reports mentioned in Rules 22 and 23 have been approved, in whole or in part, by the Board, proceed to complete (or, if necessary, reduce) the staff required for the school.

Appointment of teachers, assistant teachers, and pupil teachers.

26. The managers shall not issue advertisements for teachers without previous authority from the Board.

Advertisements for teachers.

27. No head teachers shall be appointed who are not duly qualified to take charge of pupil teachers. (See New Code, Art. 57.)

Head teachers to be qualified to instruct pupil teachers.

28. No married woman shall be appointed as a teacher in a Board School who has given birth to a child within two years of the time at which such appointment is under consideration; any mistress appointed or married after the 1st January, 1876, shall resign her appointment at least five months before the probable date of an expected confinement.

Married women.

29. The salaries for teachers of the various classes will be regulated by the Board's scale of salaries. (See Appendix B, page 95.)

Scale of salaries.

30. In selecting a teacher the managers of a school may choose a candidate who is already in the service of the Board, provided always that they either allow such candidate an opportunity of giving three months' notice to the managers of his or her school, or obtain the sanction of such managers to an earlier transfer.

Candidates already in Board's employ.

31. The Board will allow to teachers invited to meet the managers, and *not appointed*, reasonable travelling expenses.

Candidates' travelling expenses.

32. All appointments of teachers, whether head, assistant, or pupil teachers, shall be immediately notified to the Education Department, in order that the Government grant may be

Notification to Education Department of appointment of teachers.

(* Forms for these notifications have been prepared, and may be obtained on application at the School Board office.

Forms for notifications.

secured (see New Code, Art. 17 (e)), and in each case the correspondent shall state—

- (a) The christian name and surname of the teacher in full ; and, if a married woman, her maiden name.
- (b) The exact day when the teacher commenced duty.
- (c) The school in which the teacher was last employed.

In the case of the appointment of an assistant teacher, the correspondent shall also state the name of the school in which he completed his apprenticeship.

When a teacher leaves, the simple fact shall be notified (with the date of leaving) to the Department in an ordinary letter.

Appoint-
ments, &c.,
to be noti-
fied to the
clerk to the
Board.

Notification of the appointment of teachers, and of their leaving, shall also be sent to the clerk to the Board, accompanied in the case of the appointment of a pupil teacher with a report as to the character of the home circumstances of the candidate.

Annual
entry on
teacher's
parchment.

33. A copy of the annual entry upon the parchment certificate of each of the certificated teachers employed by the Board shall be forwarded to the Board by the managers of the schools in which such teachers are respectively employed.

II. Caretaker.

Appoint-
ment or dis-
missal of
caretaker.

34. The managers shall, from time to time, as necessity arises, select and recommend for appointment a caretaker (or cleaner) for the school, or if occasion requires shall recommend his dismissal.

Caretaker to
find clean-
ing mate-
rials.

35. The caretakers (or cleaners) of the various Board Schools shall be required to find their own cleaning materials. The probable cost of such

materials has been taken into consideration in fixing the scale of remuneration laid down by the Board.

III. *Special Rules.*

36. The managers of each school shall prepare rules—to be termed the “Special Rules”—to regulate all questions in their school which are not otherwise provided for, and shall send a copy thereof to the Board. Such special rules shall deal with the following among other subjects, viz. :—

- (a) The duties of the teachers (so far as they are not defined by the General Rules), and the relations of the head teachers to each other.
- (b) The hours at which the school playgrounds shall be opened and closed.*
- (c) The inquiries and the record to be made concerning the absence of children without leave (see Rule 68).
- (d) The keeping of the registers and other books of record.
- (e) The times, not later than 9.15, at which late comers may be received in the morning.
- (f) The principles upon which prizes shall be distributed.

Any changes made by the managers in the special rules shall be recorded by them in a book containing those rules, and shall be notified to the Board.

* It is suggested that as a means of collecting the children in readiness for the opening of the school, the playground should, whenever possible, be opened some time before school commences.

IV.—DUTIES OF HEAD MASTERS, REQUISITIONS, REPAIRS, ALTERATIONS, AND ACCOUNTS.

I. Duties of Head Masters.

Duties of head masters.

37. The head master shall have a general superintendence of the school premises and furniture, and shall be held responsible for their preservation and cleanliness, for which reason he shall have control of the caretaker. He shall see that the school is supplied with the requisite fuel. He shall be responsible to the Board for the stock of books, maps, &c., belonging to the school. For this reason he shall keep in the stock and stores book* an accurate account of all the furniture, books, and apparatus which are the property of the Board. His other duties, and his relations to other teachers, shall be defined in the special rules.

II. Requisitions.

Supply of books, apparatus, &c.

38. The head teachers shall take care that their respective departments are provided with the necessary books, apparatus, maps, &c., and that such provision is maintained [see New Code, Art. 17 (c), and 32 (b)], and shall, on or before the *third* Monday in the months of February, May, August, and November, send in, through the head master—on the forms of requisition supplied by

* This book has to be submitted to the auditor at the half-yearly audit, and it is extremely important that it should be kept posted up from the day when the school becomes a Board School. An officer deputed by the Board will, from time to time, make an inventory of the furniture, books, &c., the property of the Board, in each school. This shall be signed by some one representing the managers, as well as by the officer of the Board. The stock and stores book should be so carefully kept as to correspond with the inventory when taken.

the Board—application for any of these articles which will be required during the following quarter.

39. The teachers and caretakers must be as careful as possible in the use of fuel and gas. When the rooms are to be cleaned at night no gas shall be burned *in any but the rooms* which are actually being cleaned; and fires shall be allowed to burn only when they are necessary.

III. *Repairs and Alterations.*

40. The Board's architect shall cause each school to be periodically inspected by a competent person, to see that the heating apparatus, drains, ventilation, water supply, cisterns, gutters, gas, windows, &c., are kept in order, and generally that the premises are maintained in proper sanitary condition and repair.

41. The architect shall, on such occasions (or when he receives a notification under Rule 15 from the managers or teachers), report to the Board all necessary repairs, and, if they are urgent, may proceed at once with any not costing in the aggregate more than £20.

42. In the months of March and September in each year the Board's architect shall, in conjunction with the Board's inspector, visit the whole of the Board Schools to ascertain whether any alterations, improvements, cleaning, painting, &c., are necessary or desirable, and shall submit to the Board a general report on the subject, with an estimate of the cost in each case.

43. The architect shall give the managers of each school a fortnight's previous notice of the time of his visit, in order that they may, if they think fit, convey to him, either on the occasion of his visit, or beforehand, any suggestions on the subject.

Specifications and tenders.

44. The architect shall, as soon as his report is, in whole or in part, approved by the Board, prepare specifications, and, where necessary, shall invite tenders thereon by public advertisement—submitting such tenders as soon as possible to the Board for consideration.

Alterations to be carried out in holidays.

45. Work of the kind mentioned in Rule 42 shall be carried out only during the Midsummer or Christmas holidays, and it shall be a condition of the acceptance of any tender, that the work shall be completed within the prescribed time.

IV. *Payment of Salaries and Accounts.*

Payment of salaries.

46. The salaries of all teachers employed by the Board shall be paid on the first Thursday in each month.

Salary sheets.

47. The salary sheets must be filled up and sent to the office of the Board on or before the 20th of the month for which the salaries are due. If this is not done great delay will be occasioned.

Alterations in salaries.

48. Should an alteration in the salary of any teacher have occurred since the previous month, full particulars must *be forwarded with* the salary sheet, or the account will not be passed.

Accounts checked by treasurer.

49. All accounts for goods or work shall be received, checked, and submitted to the School Management Committee by the clerk to the Board as treasurer.

Petty cash.

50. Expenditure for any trifling thing that may be required may, subject to the subsequent approval of the managers, be paid by the teachers, to an extent not exceeding £1 per month for each school, out of the moneys lodged in their hands for petty cash; but each item must be entered under date in the petty cash book. With this exception, no account for goods or work not ordered upon requisition, or upon a tender accepted by the Board, will be passed.

51. The clerk to the Board, as treasurer, shall prepare annually a statement, showing for each Board School :—

- (a) The gross cost per head on the average attendance, such cost to include all payments except for rent, or for actual additions to the fabric ; and
- (b) The amount per head on the average attendance of the government grant received by such school.

Treasurer's annual return as to cost of schools.

Government grant.

V.—SCHOOL FEES, ADMISSION AND ATTENDANCE OF CHILDREN, LEAVE OF ABSENCE, AND SCHOOL HOLIDAYS.

I. School Fees.

52. The managers shall consider and report to the Board as to the scale of fees which shall, subject to the consent of the Education Department, and to the following conditions, be charged in the school :—

Scale of fees.

- (a) The fee shall include a proper supply of books and stationery for use in the school ; but the children shall be required to purchase any books which it may be necessary for them to take home.
- (b) The scale of fees may provide for some reduction being made in the ordinary charge, if payment is made monthly or quarterly in advance.
- (c) Where two or more children above the age of five from one family attend a Board

School, the children below five years of age shall be admitted at a charge of 1d. per week.

(d) Where four or more children from one family attend a Board School, and two or more of them are above the age of infants, the fees for those in the upper standards shall be the same as for children in the lower.

(e) Where the total fees payable by one family exceed 1s. 4d. per week, the excess above that sum shall be deducted from the fees payable for the elder children.

Collection of fees.

53. The school fees shall be collected from the children by the teachers of the respective departments.

School fees due each week.

54. Except in the case of children whose fees are paid in advance, or by the Guardians, or who hold Liverpool Council of Education Scholarships, the payment of the fee shall be due weekly, on Monday, in advance, in respect of each child who attends.

Remission of fees.

55. The managers shall not remit school fees, but shall refer all applications for such remission to the Guardians.

Fees paid to treasurer.

56. The head master shall receive the fees from the head teachers of the other departments, and shall pay them to the treasurer not later than *the Friday* of the week for which they are due.

II. Admission of Children.

Form of application.

57. No child's name shall be entered on the admission register except on the parent's or guardian's personal or written application, and in each case a form of application supplied by the school shall be filled up and signed by the parent or guardian.

58. The children of persons residing outside the borough, and not rated thereto, shall be allowed to attend the Board schools subject to the following conditions, viz. :—

Admission
of children
residing
outside
borough.

- (a) That when the number on the rolls of a department is within 10 per cent. of the maximum allowed by the rules of the Board, no further children from outside the borough be admitted.
- (b) That as soon as the number on the rolls of a department is within 10 per cent. of the maximum allowed by the rules of the Board, notice be sent to the parents of such a number of those children of this class who have been most recently admitted, as will reduce the number on the rolls by not more than 5 per cent., requiring them to remove their children from the school, either immediately after the next government inspection, or at the end of the then current calendar year, whichever they may respectively prefer.
- (c) That at least one month before the expiration of the school year, the managers ascertain for each department of the school, approximately, what number of children will leave that department after the inspection, and what number will require to be transferred from other departments; and that if the department will not otherwise accommodate the new-comers, a notice similar to that prescribed by paragraph (b) be sent to the parents of a sufficient number of children residing outside the borough.

59. In accordance with the requirement of the Education Department, the following points shall

Admission
of children.

be noted when a child is entered upon the roll of a school, viz. :—

- (a) The christian name and surname of child, and, when possible, the exact date of its birth.
- (b) The name, residence, and occupation of the parent or guardian.
- (c) The school from which the child has come.
- (d) Whether the school was a public elementary school.
- (e) The standard in which the child last passed.

In order to ensure the accuracy of these entries, the teacher shall, if possible, communicate on the subject with the teacher of the school from which the child comes.

Child's
school book.

60. If the child has been previously in attendance at some other public elementary or certified efficient school, at which it has been provided with a child's school book, the head teacher shall require the parent to obtain such book, and to deposit it with him as required by the regulations of the Education Department. If the child has not previously been in attendance at any such school, or if the parent fail to obtain the child's school book as required, the head teacher shall supply the child with one of these books, and shall take such steps in reference to the required certificate of age as shall, from time to time, be laid down by the Board.

From what
time attend-
ances to be
recorded.

61. A child's name shall not be recorded in a class register, nor shall any attendance be counted for him, until his name, &c., have been duly entered upon the admission register.

Arrange-
ments to
prevent the
capricious
migration of
children.

62. The managers may, if they see fit, enter into arrangements with the managers of other public elementary schools, by which they may mutually agree (1) not to receive into their respective schools scholars whose names are on the

rolls of any other public elementary school included, or which shall thereafter be included, in the agreement, except on the day of re-opening after the Midsummer or Christmas holidays, on the Monday next before or after the 31st of March, or the 30th of September, or on the Monday following the annual inspection of the aforesaid school; or (2) not to receive scholars from each other's schools during the second half of the latter's school year, *provided always*—

- (a) That no scholar's name shall at any time be deemed to be upon the rolls of any school which such scholar has not attended, with the consent of the parent, at least once (1) since that one of the above-mentioned dates which shall then have last occurred, or (2) during the calendar month immediately preceding the commencement of such latter half of the school year.
- (b) That such agreements shall not apply to cases in which change of residence is the reason for the removal of the children, or in which such removal is made with the consent of the managers of the school from which the child is removed.

63. The number of children on the rolls at any one time shall not exceed the accommodation by more than 15 per cent. in boys', girls', and mixed schools; or by more than 20 per cent. in infants' schools. When this limit is reached the school must be regarded as *full*. The accommodation of each school for the purposes of this rule will be defined by resolution of the Board from time to time, and embodied in a schedule to these rules.

64. In any case in which the number of children seeking admission exceeds the number which can be accommodated, the selection of the children

Maximum
number of
children to
be admitted.

Priority of
admission.

to be received shall be governed by the following considerations :—

- (a) All children who are already on the register of any department of the school shall, as far as possible, be accommodated.
- (b) If further room remain in the school, children whose brothers or sisters are on the register shall, as far as possible, be admitted.
- (c) If the number of children in (a) and (b) be insufficient to fill the school, or so numerous that some of those in (b) must be excluded, the preference shall be given to those children who, if excluded, would have the greatest difficulty in obtaining suitable accommodation in other public elementary schools.

III. Attendance of Children.

Head teachers responsible for attendance.

65. The head teachers shall be held responsible for the regular and punctual attendance of all the scholars.

66. The hours of attendance at school shall be—
 In the morning from 9 to 12.
 In the afternoon from 1.30 to 4.

Time for closing doors.

67. In the morning the door of the schoolroom shall be closed punctually at 9 o'clock, and no child admitted after that time except at such times, not later than 9.15, as may be fixed by the special rules of the several schools [see Rule 36 (e)] or under the operation of Rule 88. In the afternoon the doors shall be finally closed at 1.45.

Inquiry as to cause of absence.

68. Whenever a child is absent without leave, the head teacher shall inform the parent thereof, shall inquire by personal visitation or otherwise as to the cause of such absence, and shall make such record as may be required by the "special rules."

69. The head teacher of each department shall revise the register each week, and shall remove therefrom the name of any child who has been absent from the school for more than a fortnight without a satisfactory reason, or who is *persistently irregular*.*

Revision of register.

70. Certificates of attendance, signed on behalf of the managers by their chairman or secretary, shall be issued to all children leaving the school, either finally on going to work (if of suitable age and attainments), or when removed for reasons satisfactory to the managers to some other school. Such certificate shall state, in addition to the name and age of the child, particulars as to his attendance, and the standard in which he has last been presented, and also whether his conduct while at school has been marked by attention, obedience, order, and punctuality.

Certificates of attendance.

IV. Leave of Absence.

71. Leave of absence shall be granted to scholars only by the respective head teachers.

Leave of absence.

72. The following *shall* be deemed sufficient reasons for granting leave of absence, and shall justify such leave being granted *after the fact*, when they are ascertained to have been the cause of absence, viz. :—

Reasons for granting leave of absence.

- (a) The serious bodily ailment of the child.
- (b) The existence of some infectious disease at the child's home.
- (c) The fact of the child having some contagious or disagreeable skin affection.

N.B.—In every case where these reasons exist, the absence of the child shall be *enforced* by the head teachers.

Absence to be enforced in certain cases.

* It will be observed that this rule does not permit the removal of a child's name from the register if the absence has arisen from sickness or other sufficient reason.

The following *may* be deemed sufficient reasons for granting leave of absence,* but only in cases where application is made *beforehand* to the head teacher and the *necessity for it shown*, viz. :—

- (d) Temporary absence from home.
- (e) The child's clothes having to be mended.
- (f) The sickness of some member of the family upon whom the child is required to attend.
- (g) Keeping house in the temporary absence of the mother.
- (h) Assisting in domestic work on *special occasions*.
- (i) Going on *special* messages.

Leave for more than fortnight.

73. In all cases where leave of absence is required for more than a fortnight, except when the necessity arises from the sickness of the child, the parent must be referred to the School Board.

V. *Holidays.*

Holidays.

74. The holidays in Board Schools shall be as follows, viz. :—

- (a) At Christmas—a fortnight, commencing at noon on the Friday before Christmas Day (except when Christmas Day falls on Saturday or Sunday, when the holidays shall commence at noon on the preceding Thursday), and ending on the morning of the third Monday after such commencement.
- (b) At Easter—the period commencing at noon on the Thursday before Easter, and ending on the morning of the following Monday-week.

* In considering applications for leave, care must be taken by the head teacher that such leave shall not interfere with the child's making the number of attendances required to qualify him for presentation to H.M. inspector. (See *New Code, Art. 19, B.*)

- (c) At Midsummer—three weeks, so commencing that the schools may re-open on the morning of the last Monday in July.
- (d) On Whit-Monday—the whole day.
- (e) On May Day—from twelve o'clock at noon.
- In addition the managers shall be at liberty to grant a holiday on the occasion of the distribution of prizes, or for an occasional school treat.

VI. School Records, Notices, and Returns.

75. The following books, supplied by the Board, ^{Registers.} must be accurately and punctually kept by the teachers, viz. :—

- | | |
|--|--------------------------|
| (a) Admission and withdrawal register.* | } By the head
master. |
| (b) Attendance registers.* | |
| (c) Department summary.* | |
| (d) Head master's ditto. | |
| (e) Stock and store book.* | |
| (f) Petty cash book. | |
| (g) Reduced fees' book. | |
| (h) Fee book.* | } By the head
master. |
| (k) Book for copy of examination schedule, and register of reward cards. | |
| (l) Log-book. | |
| (m) Time book. | |

76. The head teachers will be held responsible ^{Keeping of registers, &c.} for seeing that the books referred to in the preceding rule are accurately kept, but they are expected, *wherever possible*, to delegate the duty of keeping them to the assistant and pupil teachers.

* The Education Department require that these registers should be checked by the managers at uncertain intervals, but at least once in every quarter, and that at the time of checking them an entry of the fact should be made in the log-book, and the registers themselves signed by the teachers responsible for them.

- Notices, &c. 77. Each schoolroom should contain—
- (a) A copy of the announcement required by the Elementary Education Act, 1870— [Sec. 7].
 - (b) A copy of General Rule 88.
 - (c) A time-table, signed and approved by H.M. inspector and by the clerk to the Board, on behalf of the School Board.
 - (d) A table of the hours of instruction and subjects in which the pupil teachers are instructed.
- Weekly returns. 78. The managers shall cause the Board to be furnished with weekly returns of the number of children on the books both of the day and evening schools, the actual and average attendance, &c., according to a form to be supplied by the Board.
- Report of removals from the school. 79. The managers shall cause a list to be sent to the Board during the first week of each month, containing the names and residences, with the alleged cause of removal, of all children who have left their school during the previous month.

VI.—DISCIPLINE, INSTRUCTION, AND INSPECTION.

I. Attendance of Teachers.

- Time books and attendance of teachers. 80. A separate time book shall be kept for each department of a Board School, in which each teacher in that department shall enter the exact time of his arrival. All teachers shall be in attendance at least a quarter of an hour before the time for opening the school, and shall not leave the premises during school hours without the special permission of one of the managers, or,

in urgent cases, of the head teacher. *The head teachers will be held responsible for the regular and punctual attendance of assistants and pupil teachers.* Whenever, from any cause, a head teacher requires to be absent from school, he should notify the fact to the clerk to the Board.

81. The managers shall not grant leave of absence to teachers for other than very brief periods, without the consent of the School Management Committee. Leave of absence to teachers.

82. Neither head nor assistant teachers shall occupy themselves during school hours with any matter relating to registration or returns, beyond the marking of the daily attendance registers of their respective classes, and on a Monday morning the collecting of fees—(and, where a "School Penny Bank" is in operation, the weekly deposits)—and the admission of new scholars. If on any occasion this rule is not complied with, the head teacher shall record the fact in the log-book, with a full explanation. Returns not to be made up in school hours.

II. Corporal Punishment.

83. The head teacher of each department shall be held directly responsible for punishment of this kind, and every occurrence of it shall be formally recorded in the log-book. Pupil teachers are *absolutely prohibited* from inflicting such punishment.

III. Instruction.

84. The period during which the children are under actual instruction in school shall be not less than five hours daily for five days in the week. Hours of instruction.

85. Time-tables, distinct for each department, and providing for instruction in all the essential subjects required by the Board's scheme of educa- Time-tables.

tion, shall be prepared and submitted to the Board for approval at least one month before being used.*

Lessons by
head
teachers.

86. Such time-tables shall distinctly show the model lessons given and the criticism lessons taken by the head teacher for the benefit of the pupil teachers, in accordance with the requirements of the Education Department, and shall provide for one model and one criticism lesson per week by the head teacher for each pupil teacher in the school, provided that the total does not exceed two lessons per day or ten lessons per week; where there are more than five pupil teachers the additional lessons required shall be taken by the certificated assistant.

The omission, if any, of the said lessons, and also the day on which the teacher intends to supply the omission, shall be at once entered in the log-book.

Religious
instruction.

87. Prayers and hymns shall be used, and the Bible read daily, and there shall be given from the latter, by the responsible teacher or teachers of the school, such explanations and instruction in the principles of religion and morality as are suited to the capacities of children:

Provided always—

- (a) That in the selection of the prayers and hymns (which shall be made from books approved by the Board), and in explanations and instruction from the Bible, which shall be in accordance with a syllabus issued by the Board, the provisions of the Elementary Education Act, 1870 (especially in sections 7 and 14), shall be strictly observed, both

* The time-tables to be accompanied by an analysis showing the length of time per week given to each subject taught to each class.

in letter and spirit, viz. that no attempt be made to attach children to, or to detach them from, any particular denomination.

- (b) That the authorised version of the Bible be used; but when the Roman Catholic children in the school are sufficiently numerous to form a class, they shall receive instruction from the Douai version of the Bible.
- (c) That, in regard to any particular school, the Board shall consider and determine upon any application by managers who may show special cause for the exemption of the school from the operation of this regulation in whole or in part.

88. During the time of religious teaching or observances, any children whose parents object, under the conscience clause (Elementary Education Act, 1870, sec. 7), to their attending such teaching or observances may be withheld from the school:—

Children
withdrawn
from reli-
gious
instruction.

- (a) If the object of withholding them be that they may receive religious instruction at the same time in some other place; or
- (b) If the school be so arranged that they cannot receive secular instruction in a separate room; or
- (c) If the religious instruction or observances immediately precede the closing of the school.

All children who attend a school during the time at which religious teaching or observances take place, and are withdrawn from such teaching or observances, shall receive during that time secular instruction in a separate room.

Secular
instruction
for children
withdrawn.

89. While any religious observance or instruc-

Every one
present to

attend to religious observance or instruction.

Time for religious observance.

Needlework.

Grants for needlework.

tion is going on in a Board School, none of the scholars or teachers shall be employed in any other manner in the *same room*.

90. In every school the period for "religious observances" and Bible instruction in the morning must terminate before 9.45.

91. In girls' and mixed schools four hours per week, and in infants' schools three hours per week, during the afternoon, shall be devoted to instruction in needlework, according to a system approved by H.M. inspector, subject to the following regulations, viz. :—

- (a) The upper classes in all girls' and mixed schools shall be taught to cut out and to make articles of wearing apparel, especially underclothing.
- (b) No fancy work shall be done in any Board School.
- (c) The head teachers may allow parents to send articles of wearing apparel to the school to be made, mended, patched, or darned; on condition, however, that every article so sent is scrupulously clean, and labelled with the owner's name, and that such work does not interfere with the systematic instruction in needlework.

92. To facilitate the efficient carrying out of the preceding rule the following grants will be made by the Board, viz. :—

- (a) For every one hundred girls in average attendance, in girls' or mixed schools, a sum of £2 to meet the first expense for calico, holland, flannel, and print, and the further sums of 16s. for the first quarter, and 10s. for each succeeding quarter, to cover the cost of patchwork, scissors, thimbles, needles, &c.

(b) For every one hundred children over four years of age in average attendance in infants' schools, a sum of 10s. per quarter, to cover all expenses for cotton, scissors, patchwork, kindergarten wool, &c.

(c) A further sum (if desired) of £1 5s. per one hundred girls in girls' or mixed schools, as a first charge for workbags to be made and used by the children.

93. All garments made at the schools at the Board's expense shall be sold at cost price (being offered first to the parents of the scholars), and the money so received shall be expended in the purchase of a new stock of materials. Sale of work.

94. No books shall be used which are not upon the list of books sanctioned by the Board, copies of which list, with the latest alterations in it, will from time to time be supplied to the managers. Authorised books.

IV. Government Inspection.

95. When the Education Department informs the managers that one of H.M. inspectors intends to visit the school, the correspondent shall at once inform the clerk to the Board of the date fixed for such visit, and shall request the managers to arrange to meet the inspector in accordance with Rules 16 and 24. Annual inspection.

96. *All* scholars who are qualified by attendance *must* be presented to H.M. inspector for examination.* All children to be presented.

V. Board's Inspectors' Examinations.

97. An official examination of the scholars in each school, in secular and religious subjects—the Examination by Board's inspectors.

* In all cases where the inspection requires children to be detained later than one o'clock, refreshments may be provided for them at a cost not exceeding 2d. per head.

examination in the latter to be subject to the same conditions and restrictions as apply to religious instruction, and to be conducted within the time set apart for such religious instruction—shall be held by the Board's inspectors as soon as possible after the expiration of eight months of the school year.*

Notice of such examinations.

98. At least one month before the date fixed for any such examination, notice of it shall be sent to the managers by the Board, and a copy of the inspector's report shall be forwarded to them as soon as practicable after the examination has been held.

Visits by Board's inspectors without notice.

99. The Board's inspectors shall also, without previous notice, make visits to each school, in order to observe the general conduct of it, and shall be authorised to call for and inspect any books or documents they may deem necessary.

VI. Visits by Managers, Members of the Board, &c.

Visits by managers, &c.

100. When any member of the Board, any manager of the school, the clerk to the Board, or one of the Board's inspectors, enters a Board School during school hours, no notice shall be taken of his entrance, nor shall any interruption take place in the work of the school unless at his express request. A record of all such visits shall be entered in the log-book by the head teacher of the school, and a book shall be kept in which the above-named persons shall write their names when they visit the school, with the date of their respective visits. No visitors other than the above-named shall do so.

* One of the principal objects of these examinations by the Board's inspectors is, that any weak points in the instruction of the school may be ascertained and remedied before the government inspection.

101. The managers shall, as required by the Education Department, in the circular which accompanies the annual statement of grant, attend the instruction of the pupil teachers from time to time, without previous notice, to see that the teaching is faithfully given.

Managers to attend instruction of pupil teachers.

102. No personal communications shall be received from parents during school hours, except on Monday morning before ten o'clock; nor shall any other persons, except those mentioned in Rule 100, be allowed to enter the school during school hours, without the written authority of the clerk to the Board, of one of the managers, of a member of the Board, or, in urgent cases, of the head master.

Visits by parents or other persons.

VII. Evening Schools.

(See New Code, Art. 17 (d), 22, 25, and 106-12.)

103. Evening schools may be established in connection with any Board School, subject to the following conditions:—

Evening schools.

- (a) The schools shall be separate for males and females.
- (b) The elementary instruction shall be of the same character as that prescribed for the juniors' and seniors' day schools.
- (c) The general course of instruction in evening schools shall be left free for adaptation to the local needs and requirements, subject to the approval of the Board.
- (d) The conduct and teaching of each evening school shall be placed in the hands of a certificated teacher (to be nominated by the managers), subject to the general supervision of the head master.
- (e) The head teachers of the evening schools shall receive as remuneration: (1) The

whole of the weekly fees paid by the pupils, except as hereinafter provided (see Paragraph (g)). (2) The whole of the government grant received for the number of pupils passed in examination. (3) In the event of the managers being satisfied with the management and conduct of the school during the session, a fixed sum of £5, in lieu of the government grant for "average attendance," which latter is to be retained by the Board.

- (f) The fees charged shall be 4*d.* per week, or 3*s.* 6*d.* per quarter, for pupils under eighteen years of age; and 6*d.* per week, or 5*s.* 6*d.* per quarter, for pupils over that age.
- (g) One penny out of each weekly fee received shall be set aside to form a prize fund, to be distributed under the direction of the managers: (1) Among those pupils under eighteen years of age who make the requisite number of attendances, and present themselves to H.M. inspector for examination. (2) Among those pupils over eighteen years of age who make a similar number of attendances, and present themselves to the head master for examination—and only the balance of such fees shall be received by the teachers.
- (h) The teachers of the evening school shall provide, at their own cost, assistant teachers, to be approved by the managers, and in the proportion of not less than one assistant for every thirty pupils in excess of the first thirty. Pupils shall provide their own copy-books, but

for the present shall be allowed the use of the day school reading and arithmetic books.

All questions arising, which are not herein provided for, shall be subject to the discretion of the managers; and the whole conduct, teaching, and efficiency of the school shall be subject to their approval.

VII.—REWARDS AND PRIZES.

I. Certificates of Merit.

104. Pass certificates shall be given to all children in Standards V. and VI. who have passed the annual government inspection in the three elementary subjects of examination. “ Pass ”
certificates.

105. If any child shall have made four hundred and twenty attendances, with good conduct, during any twelve months ending the 31st of December, he shall, in lieu of the certificate mentioned in Rule 70, receive, on the first occasion, an illuminated certificate of merit, and on the second occasion a medal. The names of all scholars who have attained such certificates or medals shall be kept in a register to which reference may be made by employers and members of the Board. Certificates
of merit.

106. When scholars have been admitted to a Board School from other schools included in the list of the Liverpool Council of Education, the certificates and medals obtained by them in such previous schools, as well as the attendances made during the then current calendar year, shall, for the purposes of the system of rewards, be counted as if obtained or made in the Board School. Attend-
ances, &c.,
from previ-
ous school.

Distribution
of certifi-
cates and
medals.

107. The certificates and medals mentioned in Rule 105 shall be distributed at as early a date as convenient after the 31st December, in such manner as the Board may from time to time direct.

II. Prizes.

Grant for
prizes.

108. In addition to the before-mentioned certificates and medals, prizes to the value of £1 per one hundred scholars in average attendance in the various departments (calculated up to the 31st of December) may be distributed at the discretion of the managers, and for proficiency in secular subjects, subject to the condition that a portion of the sum allotted to the girls' department shall be devoted to prizes for sewing.

Distribution
of prizes, &c.

109. In each school, upon a day to be fixed by the managers, an annual public distribution of prizes shall be held, to which the parents and friends of the children shall be admitted on such terms as the managers may determine.

Prizes to
teachers for
religious
instruction.

110. Prizes may be awarded at the discretion of the managers to those teachers whose scholars show most proficiency in scriptural knowledge, provided that no expense is thereby entailed upon the Board.

VIII.—PUPIL TEACHERS AND MONITORS.

I. *Employment of Pupil Teachers and Monitors.*

Examina-
tion of
applicants.

111. The Board's inspectors and two members of the School Management Committee, appointed for the purpose by that committee, shall satisfy themselves as to the amount of general knowledge and capacity of all applicants for the positions of candidate monitors, stipendiary monitors,

or pupil teachers in Board Schools, and give certificates (to be termed "entrance certificates") to those whom they consider suitable, authorising the holders to apply to the managers of Board Schools for the appointments they seek; and no managers of Board Schools shall appoint applicants not furnished with such entrance certificates.

Entrance certificates.

112. Stipendiary monitors shall, as far as possible, be engaged in pairs for two years, but so as to admit of one taking the examination mentioned in the next rule one year in advance of the other.

Engagement of stipendiary monitors.

113. At the expiration of their respective engagements, male stipendiary monitors shall be required to pass the examination hitherto undergone by pupil teachers at the end of their second year; and female stipendiary monitors that hitherto undergone by pupil teachers at the end of their first year, and to be apprenticed as pupil teachers accordingly.

Examination of stipendiary monitors.

114. First year pupil teachers (new arrangement) shall have time, to be regulated by a time-table, allowed them in school hours for preparing their own lessons. Candidate monitors and stipendiary monitors shall assist in the school only during the morning or the afternoon, and shall receive during the rest of the school hours special instruction in the classes established for the purpose by the Board.

Time for private study.

115. Candidate monitors, stipendiary monitors, and pupil teachers shall be divided into two categories, viz. : probationers and responsible teachers: all of them shall, on first entering the Board's service, be classed as probationers, and shall be classed as responsible teachers only when they have respectively received certificates (to be termed "teaching certificates"), signed by the

Probationers and responsible teachers.

Teaching certificates.

head teachers of their respective departments, and by the Board's inspector, which certify that they are competent to teach one or more subjects efficiently.

Teaching certificates may be forfeited.

116. The "teaching certificate" shall be wholly withdrawn from the holder, or one or more of the subjects he or she may therein be certified as competent to teach shall be struck out of it, if the School Management Committee are satisfied that deficiencies in the holder's teaching justify one or other of such courses.

Extra payments to responsible pupil teachers.

117. Responsible teachers shall, in addition to their ordinary salary, be paid a small sum for each subject they are certified as competent to teach; which extra sum shall be regulated by a scale to be drawn up by the School Management Committee, and under which no teacher shall receive annually a greater sum than £2.

Time-table showing occupation of candidates, &c.

118. Each head of a department shall draw up a time-table for first year pupil teachers (new arrangement), candidate monitors, and stipendiary monitors, which, as far as arrangement and time are concerned, shall correspond exactly with the ordinary time-table of the department; but, instead of showing, as that does, the classes and their several lessons, it shall show the names of the pupil teachers in their first year, candidate monitors, and stipendiary monitors, and their particular occupation during the time of each school lesson.

II. Instruction of Pupil Teachers and Monitors.

Hours of instruction.

119. The head teacher of each department shall (out of school hours) give to the pupil teachers and to the candidates preparing to take pupil teachers' (*not candidates'*) papers (new arrangement) six hours' instruction weekly in secular and religious subjects.

120. The head teachers shall draw up, and submit to the managers for approval, a time-table showing the hours at which and the subjects in which such instruction is given to the pupil teachers, stipendiary monitors, and candidate monitors. This instruction shall not be given in the interval between morning and afternoon school, nor shall it last for more than two hours on any one day.

Time-table
of pupil
teachers'
instruction.

121. Stipendiary and candidate monitors shall receive weekly from their several head teachers instruction in the art of teaching, in music, and (girls) in sewing. For the rest of their instruction they shall attend the monitors' class on five days in the week, in the mornings (8.45 to 11.45) one week, and in the afternoons (1.30 to 4.30) the next, and so on.

Instruction
of candi-
date and
stipendiary
monitors.

122. Pupil teachers shall be required to attend the classes at the Board's college for pupil teachers, at such times as the council of that college, with the approval of the Board, may from time to time direct.

College
for pupil
teachers.

123. An official examination of the pupil teachers in each school in secular and religious subjects—the examination in the latter to be subject to the parent's right to withdraw the pupil teacher—shall be held once every year as early as possible in the seventh month after the examination by H.M. inspector: such examination to be held alternately by the Board's inspectors and by some person appointed by the Board, but not belonging to the regular staff.

Examina-
tion of pupil
teachers.

Special ex-
amination
for pupil
teachers.

124. Prizes, according to a scale to be determined from time to time by the Board, shall be awarded to pupil teachers who pass satisfactory examinations in the additional subjects authorised by the Board.

Prizes for
pupil
teachers.

125. An annual grant, not exceeding 10s. for

Grant for

pupil
teachers'
books.

each pupil teacher employed in the school, shall be made by the Board in the month of April to each school whose year terminates in the spring, and in the month of November to each school whose year terminates in the autumn, for the purchase of books for the use of pupil teachers,* subject to the following conditions, viz. :—

- (a) That no books be purchased which are not on the authorised list of the Board.
- (b) That the books shall be the property of the Board, and shall be so marked.†
- (c) That the grant be made to the school as a whole, and that a list of the books to be purchased, certified by the managers, together with a complete list of those previously obtained, be forwarded to the school treasurer for him to provide the books.

IX.—MISCELLANEOUS.

Thermo-
meter, &c.

126. A thermometer or other heat-indicator shall be placed in every schoolroom, and shall be hung clear of the walls or doors. If a thermometer be used it shall be marked, under the direction of the School Management Committee, with two lines, indicating the range within which it is de-

Library of
reference.

* This grant is intended for the gradual promotion of a library of reference in each school, and *not* for providing the pupil teachers with *text-books*. For the future, whenever a school has been open for more than two years, the School Management Committee will appropriate thirty per cent. of this grant—so far as made on account of female pupil teachers—to the formation of a central library for the general use of the whole of such teachers in the Board's employ.

Catalogue
of pupil
teachers'
books.

† The head teacher of each department shall keep a complete list of all the books purchased under this rule, for the use of pupil teachers in such department.

sirable that the temperature of the school should be kept. If any other heat-indicator is used this range shall be shown by some appropriate means; and the head teacher of each department shall, as far as possible, so regulate the fires and ventilation as to prevent the temperature rising above or falling below the range so indicated.*

Heat at which rooms are to be kept.

127. The head teacher shall have the custody of, and be responsible for, all the keys of his or her department, shall keep them on a chain with a small cube of wood attached, and shall allow all necessary locks to be opened at the beginning and closed at the end of each meeting of the school, by a responsible pupil teacher only.

Head teacher to have custody of keys of school.

128. No placards or notices—other than notices by imperial or municipal authorities, or notices sanctioned by the Board, or, if connected with the school, by the managers—shall be placed upon the buildings belonging to the Board. Notices not having reference to the school shall be affixed only to a board provided by the managers for the purpose.

Placards, &c., on school buildings.

129. The managers shall give all reasonable encouragement to those children who desire to bathe or to learn to swim. For this purpose they may obtain from the clerk to the Board such number of tickets for the Corporation Baths as they may require; which tickets shall be sold, at the discretion of the head teachers, at one half-penny each.

Bathing.

130. The managers may, if they think fit, establish a circulating library in the school buildings for the use of children who are or have been

Formation of library.

* Thermometers are often so inaccurately graduated, that the point reached by the mercury does not indicate the actual temperature. Those issued by the Board, therefore, are tested before distribution, and marked with lines indicating respectively 53 and 58 degrees of actual temperature, though the figures in the scale may not correspond.

in regular attendance at the school, and of the families from which such children come, subject to the following restrictions:—

- (a) That all books belonging to the library shall be labelled conspicuously on the cover; and shall not be distributed or allowed to be used in the school building during school hours;
- (b) That only applicants over eighteen years of age shall be supplied with library books unless they produce a written request from their parents or guardians, asking permission for them to use the library;
- (c) That the library shall not be a source of outlay to the Board;

and for this purpose the managers shall be allowed the free use of the school buildings.

Penny
savings'
banks.

131. The managers may establish, under rules to be previously approved by the Board, "School Penny Savings' Banks" * as part of the routine of the school; or may establish and conduct, under rules to be similarly approved, ordinary penny savings' banks, and for this purpose they shall be allowed the free use of the school buildings.

Occasional
entertain-
ments.

132. Managers may, if they deem it desirable, arrange for periodical meetings of the parents and friends of scholars (to be held after school hours), at which readings or recitations by the scholars, or similar entertainments, may be given; and for this purpose they shall be allowed the free use of the buildings. †

* Considering the importance of training children to habits of thrift, the Board hope that managers will *wherever possible* introduce these banks into their schools.

† To secure those essential requirements of a thorough education—punctuality, regularity, and continuity of attendance—the hearty co-operation of the parents must be obtained; and the Board will cordially entertain any suggestion which managers may submit for the attainment of this desirable object.

133. The managers of schools which are held in buildings wholly under the control of the Board may let the buildings for hire, or may empower the head master, with the assent of one of the managers, to do so, subject to the following regulations:—

- (a) No rooms shall be let in any building for hours included in the time-table then existing for the school.
- (b) No rooms shall be let for any purpose which can interfere with the primary object for which the buildings were erected—viz. : Elementary Education— or for any purpose which can be reasonably considered a cause of annoyance to the neighbourhood.
- (c) If the rooms be let to any persons who desire to give religious teaching therein, on week days, immediately before or after school hours, the occupants shall engage to admit only children attending the school, and these at the written request of their parents or guardians: which requests shall be registered and filed.
- (d) No arrangement for letting rooms shall extend over a longer period than six months; and when the proposed period exceeds six weeks, the arrangement shall be submitted to the Board for confirmation.
- (e) The managers shall provide that any cleaning of the schools rendered necessary by such letting shall be done by the caretaker, and that the hirers shall pay him such sum as the managers shall think fair.
- (f) All agreements to let rooms in the schools

shall be made on the forms supplied by the Board, and shall contain the following clause:—

“The managers shall have power summarily to terminate the agreement, if, in their opinion, the occupants have in any way damaged the buildings, fittings, or furniture, or have subjected them to undue wear and tear.”

- (g) No rooms shall be let for use on Sundays except for the purposes of a Sunday-school.
- (h) The charge for the use of rooms shall be regulated by the scale headed “Scale of Charges for Accommodation hired in Board Schools” (see page 94), which may be modified from time to time by the School Management Committee, but which shall not be deviated from to meet special cases. The lower rates shall indicate the charge to be made when the purpose for which the rooms are required is, in the opinion of the managers (or of the head master, if appointed to act for them), one for aiding secular elementary education in any way. The higher rates shall indicate the charge if the accommodation be required for any other purpose—excepting the case of Sunday-schools, when the charge shall be one-half the higher rate laid down in this scale.
- (i) The length of time covered by one payment under this scale of charges shall not exceed four hours.
- (k) When two or more rooms are applied for by the same person or persons for more than one occasion, and for any purpose coming under the higher scale of charges,

a reduction of twenty per cent. shall be made in the aggregate rent. If the managers find it more convenient to let a large room for any purpose for which a smaller one would be equally suitable, and for which the large room requires after sunset to be only in part artificially lighted, they may let it at the same charge as a smaller one.

- (l) The hire shall in all cases be prepaid, and no arrangement shall be considered complete or binding on the managers until such payment has been made.
- (m) All applications for the use of rooms, with the decision of the managers thereon, shall be reported immediately to the Board.

**SCALE OF CHARGES FOR ACCOMMODATION HIRED IN
BOARD SCHOOLS.**

Hiring.	If hired for any time before Half-past Six p. m.				If hired for any time after Half-past Six p. m.			
	During any time from 1st March to 31st Aug.		During any time from 1st Sep. to 28th Feb.		During any time from 1st May to 31st July.		During any time from 1st Aug. to 30th April.	
	For a room containing more than 1000 square feet—each time used.	For a room containing less than 1000 square feet—each time used.	For a room containing more than 1000 square feet—each time used.	For a room containing less than 1000 square feet—each time used.	For a room containing more than 1000 square feet—each time used.	For a room containing less than 1000 square feet—each time used.	For a room containing more than 1000 square feet—each time used.	For a room containing less than 1000 square feet—each time used.
For one occasion only	10d. 5/-	1/2 10/-	1/- 5/-	1/6 10/-	1/- 7/6	1/4 15/-	1/4 7/6	2/- 15/-
For not more than one occasion monthly . . .	10d. 3/4	1/2 4/8	1/- 4/-	1/6 6/-	1/- 4/-	1/4 6/6	1/4 4/4	2/- 8/-
For not more than one occasion weekly	10d. 2/6	1/2 3/6	1/- 3/-	1/6 4/6	1/- 3/-	1/4 5/-	1/4 3/4	2/- 6/-
For Sunday-schools	1/8	1/9	1/6	2/8	1/9	2/6	1/8	3/-
For more than one occasion weekly	10d. 1/8	1/2 2/4	1/- 2/-	1/6 3/-	1/- 2/-	1/4 3/6	1/4 2/6	2/- 4/-

CLASSIFICATION

NOTE.—The classes and conditions in this classification

* Experience not less than 10 years
†† Qualification by examination or Experience
Trained two years at the Certificate examination in the
Trained one year or more Having satisfactorily completed apprenticeship**
Not trained but are complete apprentices but not holders of the certificate of the Government in which they are employed
Not qualified

SUPPLEMENTARY PAY TO

1.—EXTRA PAYMENTS:—In addition to the regular pay of Head Teachers:—(To be reported.)

(a) For the Instruction of each female pupil subsequently appointed as monitor or class leader following reduction of staff:—

For first suit
" second
" third
" fourth

but if the full number of subjects be taught, the payments (subject to the candidate, has to be made)

(b) Portion of Drawing the whole of the

To HEAD AND ASSISTANT

(c) On account of Science To a teacher having

" "
" "

(d) On account of University

To a teacher who has been recognised by the London University Management Committee

2.—GRANTS:—As soon as possible after the close of the financial year, the total grants obtainable shall be distributed among the schools as follows:—
down by the Board.

PROVISIONS TO THE PRECEDING SCALE OF SALARIES
HEAD AND ASSISTANT TEACHERS.

In addition to the salaries, the following extra payments shall be made, viz. :—
to be paid annually, as soon as possible after the receipt of the Government

of Pupil Teachers and Monitors :—£5 per annum for each male, and £4 for pupil teacher * (or candidate for an advanced year of apprenticeship, if substituted in the Board's own service), and half as much for each stipendiary didate monitor who passes the examination by H.M. inspector, subject to the provisions in the cases of pupil teachers and candidates for subjects "marked," †

subject	5s. in the case of males, or	4s. in the case of females.		
" an additional	15s.	" "	12s.	" "
" "	30s.	" "	24s.	" "
" "	50s.	" "	40s.	" "

grant of 60s. (*New Code, art. 19 E.*) be obtained, no reduction shall be made; if obtained, not more than 50s. (or 40s.) shall be deducted, even though the subject marked by the inspector be four or more. A proportionate part of such subject to proportionate reduction) shall be made where the pupil teacher, or not been under instruction a full year.

Grant :—25 per cent. of the grant for drawing earned by the scholars, and that earned by the pupil teachers, in their respective departments.

TEACHERS :—(To be paid monthly, with the ordinary salaries.)

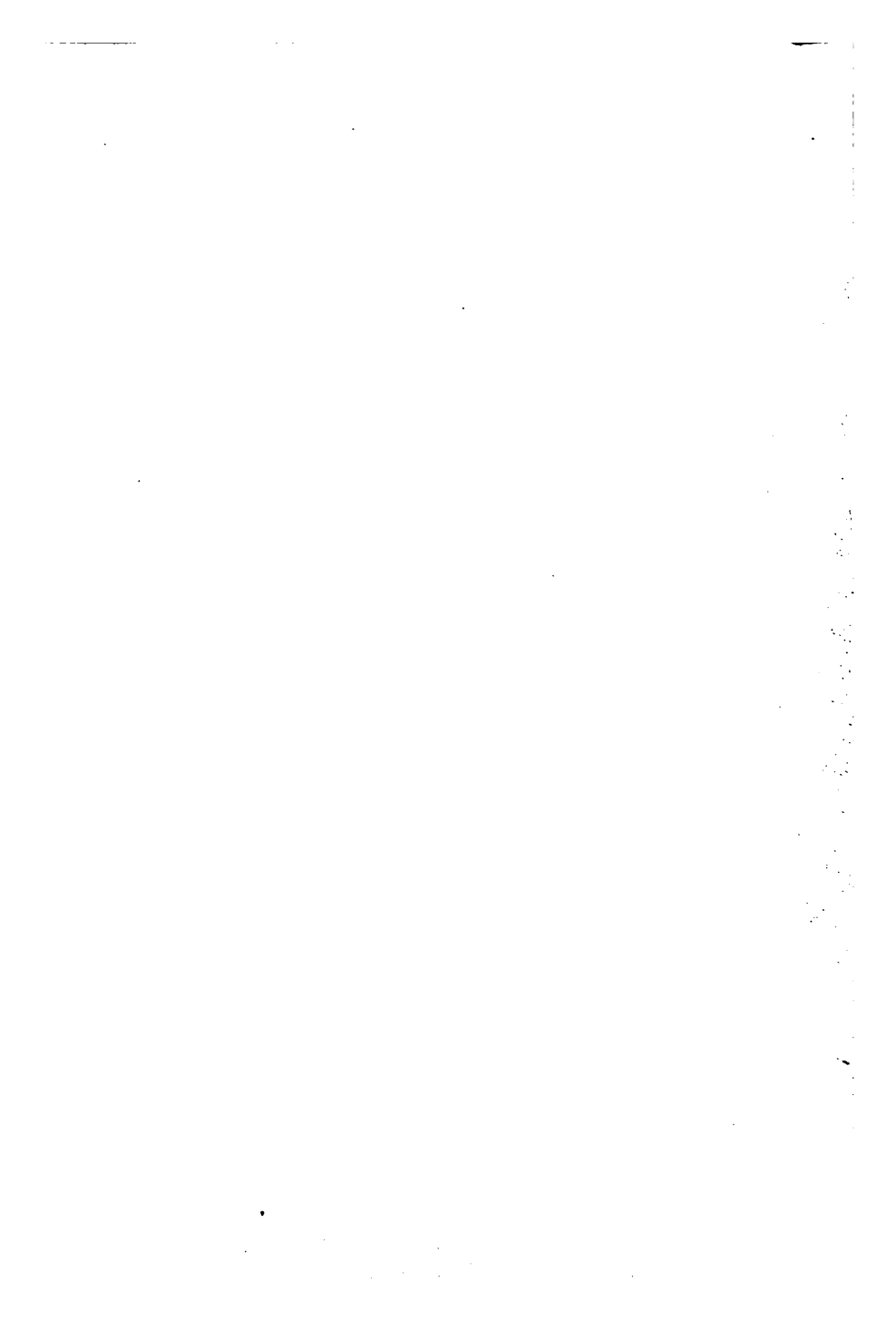
Science and Art Certificates :—

holding a full drawing certificate (D)	£3 0 0 per annum.
two or more advanced, or training college, science certificates	3 0 0 "
a full drawing certificate (D) and only one advanced, or training college, science certificate	5 0 0 "

University Distinctions :—

who has matriculated at, or holds a degree from, the university or any other college or university hereafter for the purposes of this payment by the School Committee	5 0 0 "
---	---------

Once after the 30th June in each year, a sum not exceeding one and a half per cent. to be paid by the Board Schools during the twelve months terminating on that date in conformity with the regulations that may, from time to time, be laid down, to be shown what the Board consider reasonable care as to the



APPENDIX C.

LIVERPOOL SCHOOL BOARD.

FORM OF TEACHER'S APPLICATION.

(To be filled up as fully as possible, and in Applicant's own Handwriting.)

- Application for Appointment as.....
 In the.....Department.....School.
-
- 1.—Name in full.....
 2.—Exact date of Birth.....
 3.—Address in full.....
 4.—If formerly a *Pupil Teacher*, state (a) the *School*.....(b) the *Department*.....
 (c) Date of completion of apprenticeship.....
 (d) Did you complete it *satisfactorily* (*Article 79*) ?.....
 (e) Were you recommended by H.M. Inspector for a Provisional Certificate (*Article 60*) ?.....
 (f) If you sat for (and obtained) a scholarship, give the date.....the class.....and the number.....
 5.—If formerly an *Assistant*, state
 (a) The *School*.....
 (b) The *Department*.....(c) *Its average attendance*.....
 (d) Date of—I. Appointment.....and II. Resignation.....
 6.—If trained, state
 (a) The *College*.....
 (b) Date of—I. Entry.....II. Quitting.....

APPENDIX C.

- 7.—Examined for Certificate—I. *With* training..... II. *Without* training.....
 First Year of Examination, 18..... Second Year of Examination, 18.....
- 8.—The Division in which placed by examination ; First Year....., Second Year.....
- 9.—If parchment issued give the date
- 10.—If in charge of some school since your last examination for certificate state :—
 (a) The School or Schools
- (b) Department.....(c) Average.....
- (d) Dates of—I. Appointment.....II. Resignation.....
- 11.—Give the names and addresses of three Referees (present or former employers where possible).
 (1)
- (2)
- (3)
- 12.—Annex to this form (on foolscap) *verbatim copies* of (1) the last three (if so many) entries on your parchment, and the corresponding Government reports on your school, with dates and names of H.M. Inspectors ; and (2) *recent* testimonials.
- 13.—State what Certificates you hold in the following subjects, viz. :—
 (a) Drill.....
- (b) Music.....
- (c) Drawing (full D or otherwise).....
- (d) Science, *Advanced*, &c.
- (e) If you have passed matriculation or other University examination name the University and College

14.—State any other particulars you may deem desirable on foolscap paper and annex hereto.

Date.....18 .
 Signature.....

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8. Geographical Head Lines: Colonies. *Small Hand.*
9. Geographical Head Lines: Europe. *Small Hand.*
10. Geographical Head Lines: Europe. *Small Hand.*
11. Geographical Head Lines: General. *Small Hand.*
12. Geographical Head Lines: General. *Small Hand.*

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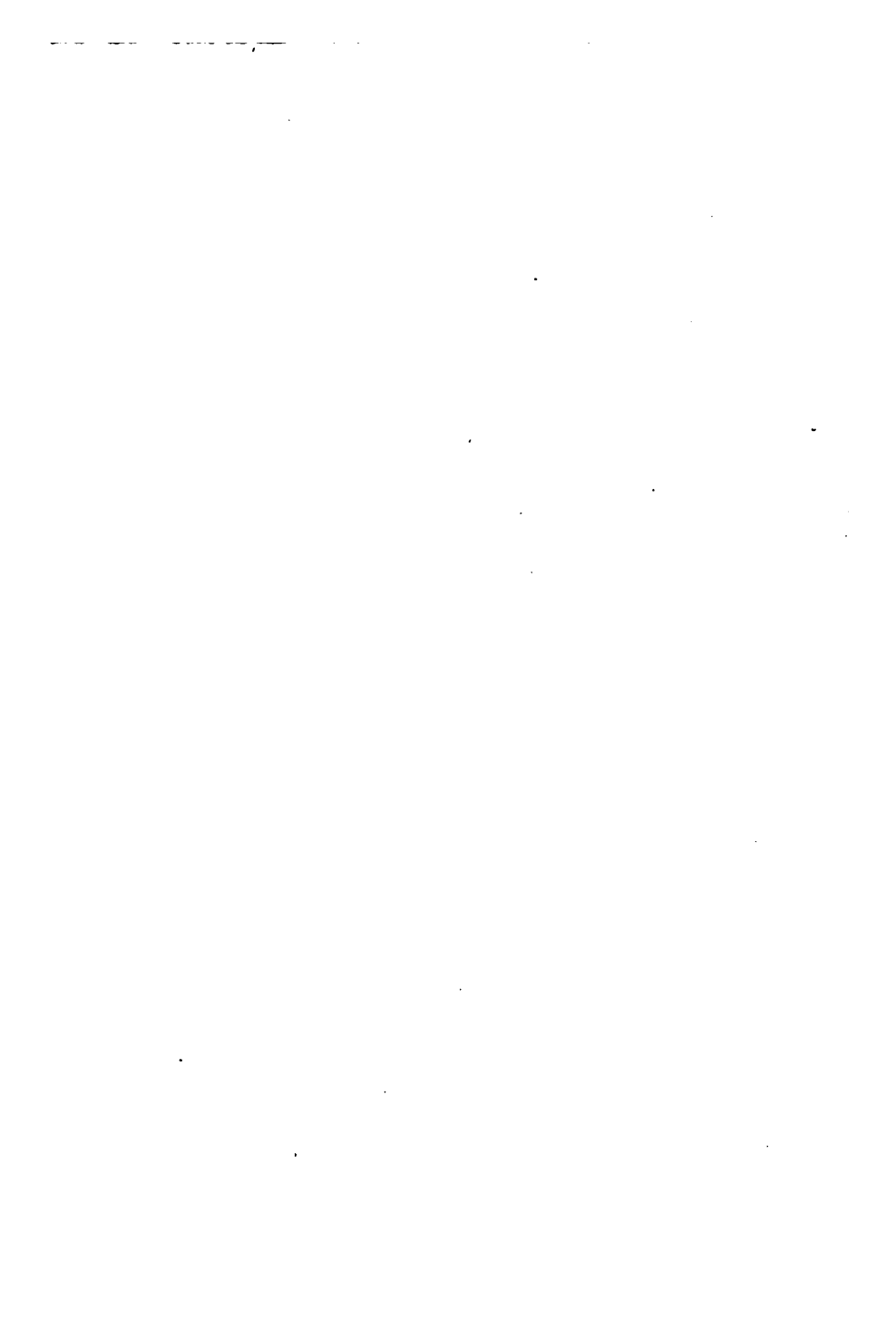
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There are many reasons for this. One is that the population of the world is growing so fast that the number of children who are illiterate is increasing. Another reason is that the number of people who are illiterate is increasing in many countries, especially in the developing world. This is because many of these countries do not have enough schools or teachers to teach all the children who are of school age.

There are also many people who are illiterate because they do not have enough money to go to school. In many countries, especially in the developing world, the cost of education is very high. This means that many children cannot go to school because their parents do not have enough money to pay for their education.

There are also many people who are illiterate because they do not have enough time to go to school. In many countries, especially in the developing world, the school year is very short. This means that many children do not have enough time to learn to read and write.

There are also many people who are illiterate because they do not have enough interest in learning. In many countries, especially in the developing world, the school system is not very good. This means that many children do not want to go to school because they do not like the way they are taught.

There are also many people who are illiterate because they do not have enough access to books and other learning materials. In many countries, especially in the developing world, there are not enough libraries or bookstores. This means that many people do not have any books to read.

There are also many people who are illiterate because they do not have enough access to the Internet. In many countries, especially in the developing world, there are not enough computers or Internet connections. This means that many people do not have any way to learn from the Internet.

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